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ABSTRACT

This report evaluates various programs considered to have been designed to supplement instructional programs for educationally disadvantaged children through curriculum development, especially in reading. Programs involving media centers, mathematics, reading, reading aids, high intensity learning centers, psychological services, primary high intensity learning centers, supportive counseling, community aids, and supportive reading and mathematics for institutions are described in terms of their objectives and how the latter are met. Each activity is said to have been planned to complement other activities and the total school program, in an effort to serve children and youth whose achievement levels are not up to par with their abilities. (AM)

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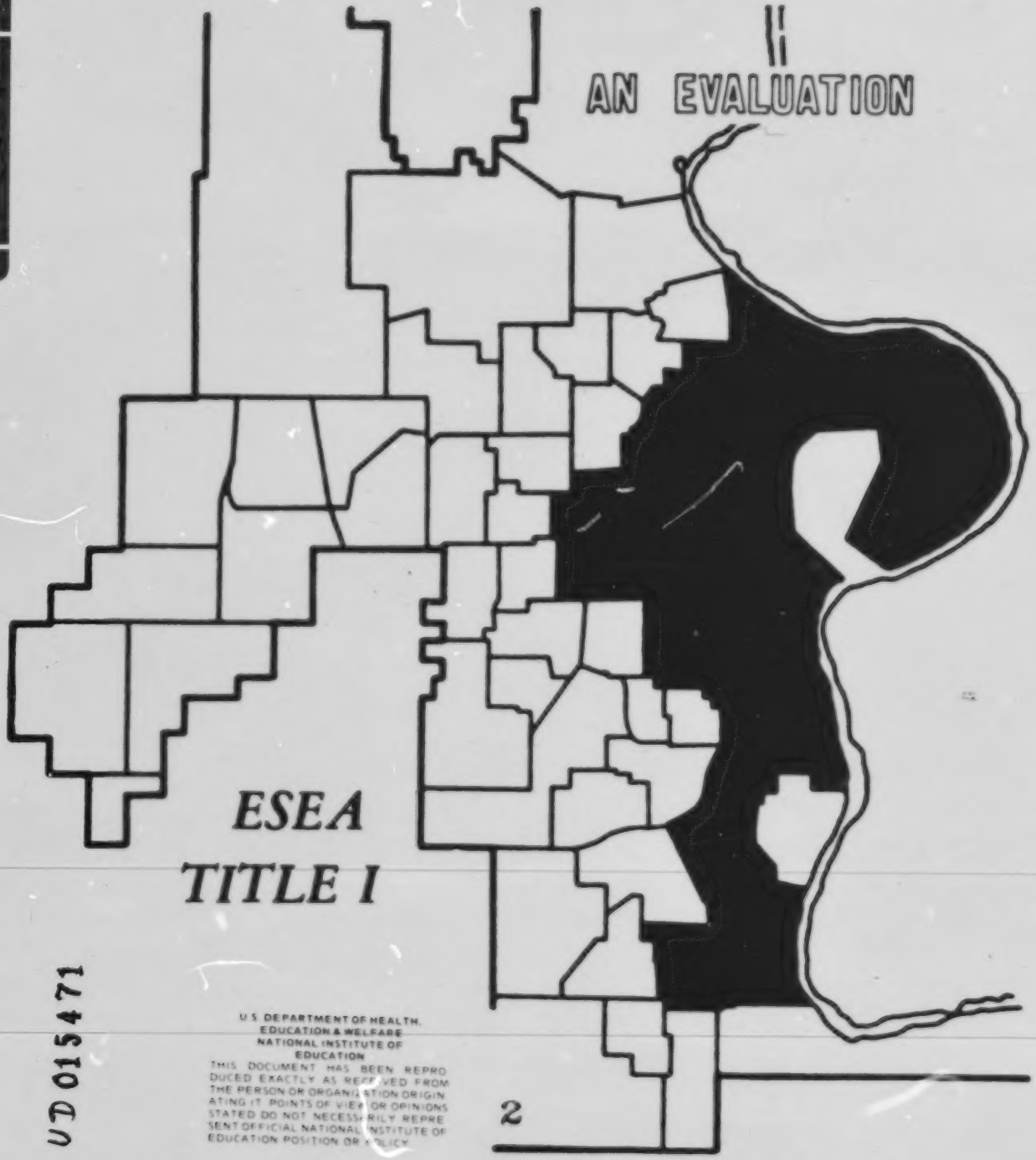
OMAHA PUBLIC SCHOOLS

Multiple Activities Program

AN EVALUATION



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September 1974 to June 1975

OMAHA PUBLIC SCHOOLS

OMAHA, NEBRASKA

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Title I

Prepared by:

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Research Assistant

18022

LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED
75 149 A	Sept. 1, 1974	Aug. 31, 1975

LEGAL NAME OF AGENCY	DISTRICT NUMBER
Omaha Public Schools	01

TOWN	COUNTY	ZIP CODE
Omaha	Douglas	68131

STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

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Owen A. Knutzen	August 31, 1975

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TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68508

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PART I

GENERAL INFORMATION

1. Did the Title I activities include in-service training?
   Yes_____ No X
   If Yes, list number of participants in the in-service below.

2. Information on Parent Advisory Councils:

   (a) How many members are on the district-wide council? 44 .

   (b) Starting from July 1, 1974 list the dates of all the district-wide council meetings. Copies of the minutes may be attached if desired.

   October 4, 1974 — March 6, 1975 — May 1, 1975
   February 7, 1975 — April 3, 1975

   (c) Complete the following items for each Title I attendance center.

School	No. of PAC Members	Number of Members with Students In:			No. of Meetings
		Public School	Private School	Title I	
046 Castelar	7	7		7	1
047 Central Grade	3	3		3	1
049 Clifton Hill	28	15		15	1
136 Conestoga	4	4		4	3
053 Druid Hill	3	3		3	1
060 Franklin	3	2		2	1
065 Highland	2	2		2	1
875,095 Indian Hill	6	6		6	1
067 Jackson	4	4		4	3
190 King	2	2		2	1
071 Lake	11	11		11	2
072 Lincoln	1	1	—	1	1
074 Lothrop	7	7	6	7	1
883,124 Marrs	4	3		3	1
076 Mason	9	6		6	1
077 Miller Park	2	2		2	2
079 Monmouth Park	14	14		12	3

School	No. of PAC Members	Public School	Private School	Title I	No. of Meetings
102 Pershing	4	4		4	1
086 Saratoga	4	4		4	1
088 Sherman	7	5		5	1
150 Spring Lake	4	3		3	1
090 Train	1	1		1	1
091 Vinton	1	1		1	1
092 Walnut Hill	2	2		2	1
064 Yates	4	4		4	1
873 Bancroft	4	4		4	1
334 Technical	10	10		1	1
240 Assumption	3		2	2	2
243 Cross Lutheran	3		3	3	1
281 C.S.E.C. #1 & 2	10		10	10	1
218 Dominican High	1		1	1	1
203,247 Holy Name	7		6	6	2
248 Immaculate Conc.	10		8	8	1
211 Pope Paul VI	12		10	10	1
258 St. Agnes	5		5	5	1
298 St. Ann	6		4	4	1
259 St. Anthony	2		2	2	1
262 St. Bridget	2		1	1	1
266 St. Joseph	3		3	3	2
271 St. Peter	6		6	6	2

(d) List the student identification numbers of all Title I participants whose parents serve on the Parent Advisory Council: (Students of Committee and Council(*) members.)

*156119	173304	145419	*904472	181079	165034	109120
174761	179752	*902087	902620	*172479	*169873	167807
129971	*139548	*900851	014710	187506	*181425	177903
902685	*147785	*903337	097502	903104	169875	*137322
149212	118175	*900127	098456	903518	181442	116814
902598	*904497	180255	*099206	904173	169881	*147235
138986	*904642	145572	181537	161783	181464	900178
153594	903736	*158339	002979	111664	141233	117377
148190	167004	*903705	902010	136263	162820	134879
902270	904939	*902840	004487	190410	187255	106352
903851	903791	*126963	025867	145518	018836	*124483
158015	*166762	149862	028790	181086	015749	180530
900991	*124001	117095	028811	158690	022078	180531
902245	*902158	904033	028813	126945	032086	105838
901694	*136696	129376	028814	*122975	032448	123557
902285	*157935	903098	032766	154066	049729	150815
901717	146296	159447	032772	163835	049731	177856
901058	*123783	168843	038224	*009498	092677	*140496
*135855	172082	165915	*057516	*900076	102220	*151415
125564	125678	147210	*057500	*145419	162841	165269
*188770	145529	176988	053903	905306	160761	125836
127622	*126864	*137348	096370	175151	176782	151526
903311	124527	*149363	*050604	164900	114655	172219
*800794	902882	156469	*125397	175166	164660	170994
139533	*905135	*127601	*136217	156335	162424	161135
146093	901425	*181059	*145040	169198	172018	166886
146245	903768	156796	158298	*172482	104634	187486
136670	904437	*101105	107753	*172504	149051	
173305	900076	*146490	162578	138257	177898	

(e) Briefly describe the procedures used in selecting parents for each building level council.

Each elementary school principal (public and non-public) was notified of the system by which Title I area schools would be represented in the planning and implementation of meetings at the respective schools. In some instances parents volunteered to serve on the school committee. In other instances a second and third attempt was made with increasing efforts to get necessary participants. These procedures were successful as only four schools are as yet without representation.

3. For each of the activities which you conducted, indicate the number of program participants who attained their grade level and were removed or will not be returned to the special activiites as a result of their achievement:

GRADE	READING	MATH	LEARNING DISABILITIES
1			
2			
3	12		
4	31	2	
5	44	2	
6	54	6	
7	7		
8			
9			
10			
11			
12			

PROGRAM EVALUATION

9

INTRODUCTION

INTRODUCTION TO PART II

The Title I Evaluation Report illustrates a small part of the continued effort of the Omaha Public Schools to meet the needs of educationally disadvantaged children.

The multiple activities outlined in the 1974-75 Title I Proposal were designed with a twofold purpose in mind. First, they were to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability. Second, they would support this program with the type of services needed to make it successful.

Prompted by the continued need to raise the reading level of educationally disadvantaged children, emphasis in the 1974-75 proposal was on reading activities. The High Intensity Learning Centers for Reading for grades three through twelve continued to provide a sound approach for meeting the individual reading needs of children. Development of Primary High Intensity Learning Centers in Reading was continued to provide a supportive reading skill development program for grades one through three.

Through use of the methods and materials involved in this management system, the training given teachers and the outstanding efforts of teachers, principals and the Reading Services Center, other dimensions were added to the school system's efforts to help the individual child in the target area.

Reading aides continued to work with primary teachers to help in meeting the reading problems of children in grades one through three by tutoring children on a one-to-one basis or in small groups as their reading problems were identified by classroom teachers.

Project READ furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help.

A mathematics program was piloted in four schools to provide supplementary mathematics activities for eligible Title I children in grades four through eight. Two systems, considered to be parallel in basic content objectives and designed to provide prescriptive, individualized, self-motivating instruction in mathematics through the use of a systems approach were implemented.

All other activities in the Title I program were directed toward providing supportive services for children in Title I instructional programs. This reinforcement was designed to give each student a greater opportunity to achieve success in school.

In this capacity the Title I Media Center did printing, production and media work to support the Title I instructional program. It acted as a key element in providing continuous service for our Title I instructional activities.

The supportive Psychological Services enabled Title I schools to better meet the individual needs of students. Besides reinforcing our evaluation of the instructional programs, this activity further justified the selection of children being served and helped us to develop the goals and objectives of the students being served with Title I funds.

The Counseling Activity furnished another dimension to the Title I program by employing community aides who acted as liaison people between the school and community. These paraprofessionals kept parents informed of activities which could benefit their children and youth. They sought the assistance of various agencies to help families solve many of their immediate problems.

The evaluation aspect of this program has developed many techniques which illustrate accountability for the total program. The evaluation research demonstrated that the Omaha Public Schools have served the children and youth who should be served and in the manner outlined by the proposal.

Summer school activities consisted of a preschool program for children and a post-kindergarten program for children needing the additional six weeks of kindergarten activities to better prepare for the next school year. The High Intensity Learning Centers in Reading provided a summer remedial reading program for students identified by their teachers and principals as needing this reinforcement. Hopefully these programs will insure student success in school.

The Omaha Public Schools have used every resource in an attempt to better educationally prepare children in the target area for their future. Title I of the Elementary and Secondary Education Act has been only one of the many resources used. Funds from this source have been linked with other local, state and federal programs in order to establish a stronger instructional program. Each Title I activity was planned to complement other Title I activities and the total school program in an effort to serve children and youth who are eligible and need this type of additional service.

ADMINISTRATION

ACTIVITY NUMBER 24

ADMINISTRATION ACTIVITY NUMBER 24

The administrative personnel necessary to plan, implement and operate the Title I program was provided through this activity. These administrators served all the Title I activities in their designated capacities.

The efforts of persons in this activity helped to ensure the success of the Title I program by working in close cooperation with the Nebraska State Department of Education, adjusting the budget and disseminating information throughout the school year.

Furnishing the necessary information to the Parent Advisory Council, agencies, public and private schools and institutions for them to follow current activities and plan new ones were major functions of the Title I administration.

OBJECTIVE I

Provide adequate administrative personnel to fully develop and operate the Title I project.

* * * * * * * * * * * * * * * * *

Administrator - The Title I administrator composed the Title I proposal, coordinated the various activities in the proposal, interpreted the law to project directors, worked with the Parent Advisory group in planning the proposal and maintained all records justifying the program, showing the procedures followed and illustrating what happened in the program. Eighty percent of the administrator's time is spent on Title I activities and twenty percent on Omaha Public School duties.

Finance Administrator - Approximately 42 percent of this administrator's time (time included services of many people in secretary's office not paid by Title I) was spent serving the Title I program. The area in which he served Title I was accounting, and he specifically coordinated payroll procedures, purchasing procedures and data processing reports. He prepared monthly, quarterly and yearly accounting reports.

Business Administrator - Approximately 42 percent of this administrator's time (time included the services of many people in the business office not paid by Title I) was spent processing requisitions, pricing materials

and equipment, handling bids and procuring appropriate materials and equipment. He handled the correspondence necessary to guarantee the completion of purchases to operate the Title I program.

Personnel Administrator - Approximately 42 percent of the administrator's time (time included services of many people in the personnel office not paid by Title I) was spent procuring various types of personnel needed in the Title I program. With each applicant this involved interviewing, procuring pertinent information and the processing of two hundred fifty nine job positions.

Educational Assistant, Private Schools - Approximately 50 percent of this administrator's time was spent to ensure adequate services were provided private schools and institutions. Sixteen private schools and two institutions were involved. This liaison improved services to private schools and institutions and ensured a program that met the needs of the children being served.

Administrative Intern, Title I - This administrator was employed to help compile the reports necessary for Title I. He was involved with the Consolidated Programs Information Report (C.P.I.R.), comparability report and needs assessment necessary for the Title I program. This person also served as a liaison between the thirty-one public schools involved in the program and the Title I office. He helped coordinate activities with the project directors.

Disseminator of Information - This person disseminated information to the total community about Title I activities with seven issues of the Title I Frontier. All brochures were written by this person and all news releases were sent from this office.

Clerical - Three full-time clerks and one part-time clerk (42%) were used to support the above administrators to successfully complete the Title I activities. Two of these clerks were assigned to the Title I office, one full-time clerk to the business office and 42 percent of one clerk's time was assigned to the financial office.

OBJECTIVE 2

Prepare the Title I project budget.

* * * * * * * * * * * * * * * * * * *

The Title I Administrative staff prepared the 1974-75 Title I budget.

The Title I proposal and budget were approved by the Parent Advisory group May 2, 1974. The Board of Education gave their approval for the 1974-75 budget at their meeting on August 19, 1974.

OBJECTIVE 3

To work closely with the Nebraska State Department of Education and to keep them informed of the progress of the Title I project.

* * * * * * * * * * * * * * * * *

Thirty-one phone calls were made between the Local Education Agency (L.E.A.) and the Nebraska State Department of Education. In addition, nine meetings were held in some form between the two agencies to establish the program, interpret the program and ensure that the program was operating properly.

OBJECTIVE 4

Ensure that all personnel follow the proper procedures in conducting the various activities.

* * * * * * * * * * * * * * * * *

Two meetings were held with principals supporting Title I activities in their buildings to answer questions about the Title I program. Project directors were involved in planning the proposal, and proper interpretations of the program were made for them as questions arose. Budget summary sheets were examined each month and are maintained as permanent records.

OBJECTIVE 5

Disseminate information to interested groups and agencies.

* * * * * * * * * * * * * * * * *

The job of disseminator of information for Title I involved informing interested groups, agencies and the general public of the Title I project and of pertinent documents relating to it.

One method used to accomplish this purpose has been through the development and publication of the Title I Frontier, a monthly newspaper dealing with activities in the school and community. This newspaper was distributed to

parents through the schools and to cooperating civic and community agencies and church groups. These included: the Urban League, School Community Advisory Council, Interdenominational Ministerial Alliance, Presbytery Education Committee, GOCA (Greater Omaha Community Action), legislators in state and federal offices, city officials and interested persons. (An example of a Frontier is included for examination.)

The news disseminator received information from principals and teachers. Frequently ideas were gathered from job orders submitted to the Title I Media Center. Students and teachers were interviewed for feature stories. A regular feature was an interview with a member of the community regarding his views on the Title I programs. Several of the stories featured in the newspaper were picked up and used by the local newspapers. Articles were also written which were carried in the Sunday supplement of a local newspaper.

To further report specific Title I activities, the disseminator of information wrote and planned brochures and assisted in writing newsletters to various groups of persons working in Title I programs. Assistance was given to create materials such as those used during National Education Week to tell the Title I story.

The disseminator of information also informed local news media of Title I programs and activities in Title I schools. To gain publicity for specific events, items were written for the newspaper and submitted to the Office of Public Information Services of the Omaha Public Schools to coordinate reporting activities.

Another type of news coverage was gained by writing query letters to the local press to gain their interest in writing about certain programs. The resulting stories were written by the reporters of the newspapers who accepted the idea. A file has been kept of all the stories which appeared in the local press.

OBJECTIVE 6

Meet with all interested individuals and/or groups to explain the Title I project.

* * * * * * * * * * * * * * * * * *

Every person or agency making inquiries were provided with all the public information they requested about Title I. This list includes: Human Relations Board, Urban League, Community Action Agency, various school districts, Regional Office of Education in Kansas City and various parent groups. Five such requests were made during the 1974-75 budget year.

OBJECTIVE 7

Provide leadership for community groups and agencies working with the Omaha Public Schools in planning the Title I project. These groups and agencies include the School-Community Advisory Committee (Advisory Council), which also serves as the Title I advisory committee, The Greater Omaha Community Action, Inc., the non-public schools participating in the project, institutions and Omaha Public School Administrators and teachers.

* * * * * * * * * * * * * * * * *

Five Title I Parent Advisory Council meetings were held in 1974-75. All meetings were open for attendance by people not part of the council. The council was composed of forty-four parents and educators. All voting members of the council are parents with children involved in the program. A total of forty-one schools had advisory committees and meetings were held in individual school buildings. The parents of each school advisory committee elected the parent members for the Advisory Council and provided much of the guidance in the development of the new proposal. Numerous informal sessions were held with classes at local universities and interested parent groups seeking information about Title I activities.

MEDIA CENTER

ACTIVITY NUMBER 25

MEDIA CENTER

ACTIVITY NUMBER 25

Through support of the Title I instructional programs, the Title I Media Center realized its aim to help educationally deprived children achieve their educational goals.

Since its inception in 1965, the Title I Media Center has provided supplementary educational aid through the purchase and production of supplies, materials and techniques needed for instructional programs supported by Title I funds. The facility houses printing and production departments, administrative offices, an art room, photo darkroom and storage space. The specialities of a staff of fifteen persons are utilized to produce instructional materials and services not available on the commercial market.

Teachers who availed themselves of the services of the Title I Media Center realized a twofold benefit . . . more professionally produced classroom aids needed for educationally deprived children and more free time to work with these children. The Title I Media Center sought to fulfill its purpose by helping teachers to individualize teaching techniques, materials, and curriculum to meet individual needs of all educationally deprived children.

OBJECTIVE I

Employ a center leader, artists, graphic artists, machine operators and clerical staff to provide services necessary to meet the needs of the Title I project.

* * * * * * * * * * * * * *

The following is a list of positions which comprised the media center staff during 1974-1975. The specialities of these people were utilized to produce instructional materials and services not available commercially.

DIRECTOR – was responsible for the entire operation of the media center. She approved all jobs to be done, approved all orders for supplies and materials and directed the activities of the entire staff. She also worked with many teachers and administrators in the development and creation of new materials.

MEDIA SPECIALIST A – was responsible for the maintenance of necessary supplies for the print shop. He assisted in the supervision of employees involved in the production of printed matter.

MEDIA SPECIALIST B – acted as a liaison between Title I schools and the media center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material. Instruction was given on the use of audio visual equipment

and assistance offered in the production of audio visual material. He was responsible for the maintenance of this equipment.

MEDIA SPECIALIST C – assisted in the production of educational material, working closely with the other media specialists. He was responsible for photography and darkroom printing including work to be run on the printing presses.

CLERK – was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

TYPIST – typed teacher originated material, making it ready for offset reproduction.

PRODUCTION CLERKS (two) – collated materials into book form. They either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping, folding and laminating.

PRESS OPERATORS (four) – printed material on Addressograph-Multigraph 2850, 2650, 1250, 1870 offset presses. Photo direct masters and metal plates for printing which required long runs or large coverage areas were done on the 1250 offset press. Work which required color or quality work was done on the 1870 press or the Hiedelberg.

ARTISTS (two) – created, illustrated, painted and drew material. Their artistry produced posters, games pamphlets and flash cards. They illustrated books and set up newspapers. One often prepared negatives for printing by stripping and masking them.

GRAPHIC ARTIST (one) – was responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. She prepared negatives on masking sheets for use in making plates to print. Often jobs required justifying type.

OBJECTIVE 2

Provide two media specialists to:

a) assist in the identification, investigation, experimentation and exploration of new materials and teaching techniques.

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

. . . . . .

During 74-75, media specialists B and C (as listed in objective one) functioned in accordance with this objective. They conducted inservice meetings on the preparation of educational materials for classroom use. They informed teachers and other professional people within Title I about the services available at the media center. They worked in the Title I schools with a library media program designed to increase awareness of more advanced teaching and learning methods through the use of media material. They also aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment.

The media specialists provided technical advice and knowledge of media materials in use today. They aided in individual or group teacher evaluation programs and informed teachers and other Title I personnel of the services provided by the media center. This work involved giving tours of the media center and talking with teachers about the media center service.

In the service area, the media specialists demonstrated the proper care and use of all types of audio visual equipment available. They produced or aided in the production of professional quality materials involving: photography, slide/film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The media specialists conducted inservice programs on the use and operation of the following media services:

1. The video-tape recorder system
2. Audio-cassette recorders
3. Language master
4. Laminators
5. The still camera
6. Print and copy preparation

They also conducted inservice programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs
4. Audio tapes

For a record of the total number of inservice workshops held by the media center during 74-75 refer to objective three. This compilation will account for all inservice sessions conducted by the media specialists. The academic areas to which these sessions apply can be found in objective three.

Media Specialist A was responsible for maintaining necessary supplies for the print shop and artists. He supervised the employees involved in the production of printed matter and art work. He also performed creative work as well as photographic printing in the darkroom. His specific duties during the year included:

1. Scheduling jobs to the production timetable.
2. Assigning jobs to instant copy, photo direct or darkroom. (depending on the nature of the job)
3. Submitting supply requests to the Media Center Director for all supplies necessary for operation of the media center.
4. Training and supervising all personnel in the darkroom, printing and finishing departments.

OBJECTIVE 3

Provide educational materials for eligible Title I students through the use of the photographic, printing, collating, laminating and binding equipment available in the media center.

* * * * * * * * * * * *

The production chart below is an account of the number of media center projects initiated for specific academic areas.

Reading	2793
English	31
Social Studies	98
Science	14
Math	1556
Cultural Studies	591
Other	64
TOTAL	5174

In addition, the types of media services offered and their respective counts are shown on the next page.

OBJECTIVE 4

Purchase and make available to eligible Title I students all materials necessary to ensure success for all Title I activities.

. . . . . .

All instructional materials and supplies purchased through this activity were acquired for the sole purpose of providing support for the Title I project. These items were used for art work, printing and the development of supportive activities. A review of expenditures shows the following distribution:

Instructional materials (kits, books and reusables)	$493.58
Audio-Visual Supplies (paper for printing, chemicals, tapes)	$30,149.75

OBJECTIVE 5

Provide inservice workshops to orient the supervisiory staff and Title I area teachers with services available in the media center.

. . . . . .

The chart on the following page reflects, by month, the number of workshops conducted by the media center and the attendance at these sessions.

OBJECTIVE 6

Assist in the development of student and teacher prepared projects.

. . . . . .

The charts below list the origins of media center jobs completed during the 1974-1975 school year.

Teacher	1167
Principal	69
Supervisor	3911
TOTAL	5174

23

Administrative	1285
Instructional	3889
TOTAL	5174

JOB	MONTH	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May		1974-75 TOTAL
Photography	Assignments	18	16	22	15	12	29	21	33	17		183
	No. Taken	310	240	340	280	120	410	380	520	320		2920
Film Processed	Black/White	23	18	60	52	23	33	17	38	13		277
	Color Print	15	19	15	13	8	30	11	16	9		136
	Slides	21	25	25	7	13	16	8	17	23		155
	Movie	1	–	9	6	10	1	3	6	4		40
Printing	Black/White	496	354	440	568	335	444	320	545	295		3797
	Color	176	340	280	220	152	262	124	240	138		1932
Photo Copies	Slides	65	120	206	60	92	225	120	140	180		1208
	Other	–	40	14	84	30	95	60	15	43		381
Audio Original	Reel	1	–	–	–	–	–	–	2	–		3
	Cassette	2	–	–	1	–	–	2	–	–		5
Audio Copies	Reel	–	–	–	–	–	–	–	2	–		2
	Cassette	13	5	77	62	38	120	12	21	6		354
V T R	Original	–	1	–	2	1	–	2	–	–	–	6
	Duplicate	–	1	3	2	–	–	1	–	2		9
Presentations	Number	6	9	12	11	5	7	7	15	10		82
	Present	118	135	110	220	100	152	195	340	200		1570
Set up and Demonstrations		4	6	8	14	6	11	9	6	4		68
		33	14	11	25	18	29	33	21	13		197
Repair		7	2	3	5	2	1	5	3	2		30
Vacuforms		205	329	202	511	156	24	180	230	60		1877

An inspection of the cart on this page and the following pages will reveal the number of jobs completed and items produced for Title I schools or activities. It shows that during the regular 1974-75 school year the media center produced items for jobs requested by Title I supported schools and activities.

JOB / SCHOOL	Title I Activities	Title I Schools	Title I Non-public Schools	TOTAL
Art Work *	27	385	167	580
Art Work **	138	2,326	2,161	4,625
Laminate	18	722	451	1,191
Laminate	234	35,116	17,218	52,568
Mount	1	11	5	17
Mount	1	481	130	612
Print	517	438	655	1,610
Print	2,227,040	1,701,382	855,268	4,783,690
Compose	84	131	245	460
Compose	1,188	23,562	2,540	27,290
Collate	90	112	334	536
Collate	393,610	424,801	262,313	1,080,724
Staple	49	72	301	422
Staple	48,115	183,192	225,030	456,310
Punch or Drill	25	21	17	63
Punch or Drill	56,594	81,984	13,546	152,124
Bind	8	12	16	36
Bind	20,364	76,344	10,696	107,404
Fold	16	32	11	59
Fold	71,205	45,750	9,770	126,725
Pad	66	55	42	163
Pad	488,595	233,307	72,194	794,096
Thermal Ditto		6	2	8
Thermal Ditto		152	5	157
Transparency	6	8	15	29
Transparency	145	487	190	822
TOTAL	907	2,006	2,261	5,174
TOTAL	3,307,229	2,808,884	1,471,034	7,587,147

* First line – number of jobs completed in each column

** Second line – number of items produced

OBJECTIVE 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the media center.

* * * * * * * * * * * * *

The production chart submitted in objective three indicates the number of jobs these programs received for each service offered by the media center.

OBJECTIVE 8

Keep an ongoing record of the types of projects developed, purchases made and the distribution of supplies and equipment for the Title I schools.

* * * * * * * * * * * * * *

Amounts of materials and supplies purchased and expended to support instructional activities of Title I students were entered as a part of objective four. The table shown in objective six indicated the point of origin for projects carried out by the media center. Eighty-eight percent of the projects were specifically "teacher initiated." Sixty-eight percent of the projects were "instructional" in nature.

The following list indicates the kinds of jobs developed by the media center in three areas: printing, creative work and audio-visual materials production.

PRINTING	CREATIVE WORK
Awards	Posters
Writing Charts	Book covers
Progress report forms	Hand lettering
Invitations	Materials using construction paper
Games	Drawings
Booklets	Signs
Word lists	Flash cards
Maps	Charts
Mathematics tables	Maps
Programs	Calendars
Periodic publications	Bulletin board displays

AUDIO-VISUAL MATERIALS - ACTIVITIES

Photography - still and motion - black and white or color
Slide or film presentations
Audio - taping and duplicating
Video tape recording
Transparencies
Laminations

MATHEMATICS

28

ACTIVITY NUMBER 26

MATHEMATICS

ACTIVITY NUMBER 26

Mathematics activities were established as a number three priority by the Title I Advisory Council. The professional staff also listed mathematics activities as a very high priority item. The purpose of this activity was to provide supplementary mathematics activities meeting the needs of underachieving students in Title I area schools. Two individualized instructional materials delivery systems were implemented to form a pilot effort in the development of a supplementary mathematics program.

The High Intensity Learning Systems - Mathematics published by Random House, Educational Systems Division was established in 2 schools. Two hundred forty nine students worked in this program. The Hi-Gain Learning Centers in Math published by Program Development Associates, Incorporated was established in two other schools with two hundred thirty three students participating. A distribution of these students by grade follows:

Grade	4	5	6	7	8
HILS	35	50	112	36	-
Hi-Gain	44	37	28	69	71
Total	79	87	140	105	71

OBJECTIVE IA

Underachieving students (in the High Intensity Learning Systems - Math Program) will master 40 new instructional objectives which on the pre-test were indicated as being deficient. Mastery of this number of objectives was projected to occur in 150 clock hours of instruction.

* * * * * * * * * * * * * * * * * *

As students entered the program their mathematics needs were diagnosed on an initial module of Instructional Objective Tests to determine specific needs. Materials and activities were then prescribed for each student according to this initial diagnosis. The process continued throughout the year - diagnosis and prescription. As the child mastered each instructional objective he needed to learn, new instructional

Objectives Tests were administered and new prescriptions were assigned. The student moved at his own pace. The materials and activities were selected to provide maximum responsiveness to the pupils' needs in terms of skills, content, level, and the rate of learning. In addition, most materials were self-directing and self-correcting, allowing students a maximum of independence from teacher direction. Students in the program at different grade levels completed varying number of instructional objectives.

TABLE I

HIGH INTENSITY LEARNING SYSTEMS - MATH

Mean Clock Hours and Instructional Objectives Completed

Grade	4	5	6	7
Clock Hours	104	104	99	94
Objectives Completed	23	25	24	25
Objectives per 150 Clock Hours	33	36	36	40

Only the seventh graders worked as rapidly as proposed on individual instructional objectives. Continued attention was given to actual mastery of the work being done and the alignment of assigned work to individual student's instructional needs.

OBJECTIVE 1B

Below average students will demonstrate mean gains 80% higher than their usual expectancy as measured on an appropriate instructional level of a norm referenced standardized mathematics test.

* * * * * * * * * * * * * * * * * *

All the students entered the program on the basis of scoring below average on mathematics tests. Performance levels were measured by the Stanford Diagnostic Arithmetic Test twice during the year in the areas of concepts and computations. Scores were recorded for each student and accumulated to show overall changes occurring during this eight month instructional period.

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TABLE 2

HIGH INTENSITY LEARNING SYSTEMS - MATH 1974-75

Change In Concepts and Computation Scores
Between October and May Testing

	Grade	4	5	6	7
	Number of Students	28	43	97	29
Concepts	Expected Gain	3.3 Mo.	5.0	4.8	4.9
	Actual Gain	8.6	12.7	8.5	9.0
	Percent More than Expected	160%	154%	77%	84%
Computations	Expected Gain	4.2	4.8	4.7	5.0
	Actual Gain	5.3	4.4	5.2	3.0
	Percent More than Expected	26%	-9% (91% of Expected)	11%	-40% (60% of Expected)

Gains in learning concepts fulfilled the proposed goal of "80% higher than their usual expectancy. . .", as projected from the pre-test score in terms of the years the student has attended school.

Gains in computations on the other hand were not as good. Expected gain was made in grades four and six. Explanations are being sought for the apparent reversals in grades five and seven.

The Hi-Gain Learning Centers in Mathematics, also, emphasized a classroom management system based upon the retrieval of a wide variety of currently published mathematics materials selected with an eye to the specific needs of the underachieving student.

OBJECTIVE 2A

The underachieving student (in the Hi-Gain Learning Centers in Mathematics) will master between 50 and 75 new instructional objectives which on a pre-test were diagnosed as being deficient.

* * * * * * * * * * * * * * * * *

TABLE 3

HI-GAIN LEARNING CENTERS IN MATHEMATICS
Mean Clock Hours and Instructional Objectives Completed

Grade	4	5	6	7	8
Clock Hours	101	102	101	115	118
Objectives Completed	29	38	45	52	55
Objectives Per 150 Clock Hours	43	56	67	68	70

Students participated in Hi-Gain Learning Centers a few hours more than students in the program previously reported. Although, these students completed a greater number of instructional objectives it should be noted this set of objectives was developed to break the mathematics learning into smaller sequential steps. It was also noted that students were prone to show a lack of success on an objective pre-test but able to perform the skill being taught in the accompanying lesson.

With the exception of grade four, the students in this program showed mastery of "between 50 and 75 new instructional objectives . . .".

TABLE 4

HI-GAIN LEARNING CENTERS IN MATHEMATICS

Change In Concepts and Computation Scores
Between October and May Testing

	Grade Number	4 34	5 33	6 27	7 49	8 49
Concepts	Expected Gain	3.9 Mo.	4.7	4.5	5.6	5.8
	Actual Gain	4.0	8.2	6.1	9.3	8.1
	Percent More than Expected	2%	73%	35%	66%	39%
Computation	Expected Gain	5.1	4.7	4.8	5.4	5.3
	Actual Gain	5.2	4.7	3.9	5.5	7.6
	Percent More than Expected	2%	0%	-19% (81% of Expected)	1%	41%

Student gains in the learning of mathematical concepts were in the range of 2% to 73% greater than the expected growth. However, with 9.3 month's actual gain (.93 grade levels) in concept learning, came nearest to the proposed goal which was ". . . to demonstrate mean gains of approximately 1.2 grade levels. . .". In computational skills, students, with the exception of those in grade six, demonstrated growth at least equivalent to that which was projected. The projection was based upon the number of years they have been in school prior to pre-testing as well as the instructional level Math pre test score. Prescribed instructional objectives in this program tended to be weighted in favor of delivering learning skills in the area of mathematical concepts. This was one factor influencing the decision to continue the Hi-Gain Math program at a somewhat reduced level under closer supervisory observation.

An overall summary of this supplementary mathematics program showed the gains in concept learning to be greater than those in computational skills. Changes shown by the Stanford Diagnostic Arithmetic Test indicate that the students

involved in this program gained more in both conceptualization and computational skills than would be expected had they not been involved in this program. Since it is a goal of the Omaha School District that students grow in both areas in mathematics, these gains indicate alignment within the school district.

The results of this pilot program will provide guidance in future years such that a more desirable balance of growth in both concept learning and computational skills can be obtained.

TABLE 5

SUPPLEMENTARY TITLE I MATHEMATICS PROGRAM
Change In Concepts and Computation Scores
Between October and May 1974-75

	Grade	4	5	6	7	8
	Number	62	76	124	73	49
CONCEPTS	Average Scores Pre-Test	2.41	3.50	4.01	5.42	6.17
	Projected Post-Test	2.77	3.99	4.48	6.00	6.75
	Actual Post-Test	3.01	4.58	4.81	6.41	6.99
	Percent Actual of Projected	167%	220%	170%	171%	140%
COMPUTATION	Average Pre-Test Score	2.82	3.45	4.00	5.04	5.78
	Average Projected Post	3.29	3.93	4.47	5.57	6.32
	Average Actual Post	3.35	3.91	4.50	5.50	6.55
	Percent Actual of Projected	113%	96%	106%	115%	141%
	Clock Hours	102	103	99	110	118
	Objectives Completed	26	31	29	42	55
	Objectives Completed Per 150 Clock Hours	38	45	44	57	70

READING

ACTIVITY NUMBER 28

READING ACTIVITY NUMBER 28

The need to provide supplementary reading programs to aid children in disadvantaged areas resulted in several reading programs set up to meet a variety of needs in Title I area schools.

READING AIDES were trained to reinforce specific reading skills. Children with identifiable needs were referred to the aides by primary classroom teachers when a student failed to comprehend a given skill. Aides then assisted the teacher by review, practice, drill and tutoring techniques in areas of word analysis, reading vocabulary, oral reading and comprehension. Children were thus given an opportunity to succeed.

OBJECTIVE I

Reading aides will receive preparatory training and in-service meetings each month to reinforce their training or for the development of new techniques. A two-day workshop will be held in October to further develop their skills.

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A Guide for Title I Primary Aide Program of the School District of Omaha was developed in the opening weeks of the school year. This booklet helped to articulate the efforts of thirty-eight aides in the singular task of assisting students to master specific skills prerequisite to reading mastery. A calendar of "reading aide events" gives an indication of topics covered as a part of the training program during the school year.

OMAHA PUBLIC SCHOOLS
Reading Services Center
Department of Instruction

Calendar for Title I Primary Reading Aides
1974-75

September 12	Introduction Activities Complete Required Written Forms Committee Assignments Plan for In-Service Meetings Brief Discussion - Dr. Texley
September 26	Review Record Keeping Make Record Charts Discussion

October 10	Manuscript Writing Lesson Review Workshop Plans Discussion
October 24-25	Workshop for Reading Aides (Schedule Attached)
November 7	Human Relations Workshop Film and Discussion:"Eye of the Storm"
December 5	Audio-Visual Workshop Dick Sanders - Title I Media Center
December 19	Discussion Christmas Celebration
January 9	Audio-Visual Workshop Dick Sanders - Title I Media Center
February 6	Techniques: Role Playing Begin Planning for Parent Fair
March 6	Curriculum: Mrs. Evelyn Montgomery Finalize Plans for Parent Fair
April 10	Parent Fair
May 8	Techniques: Role Playing Instruction for Year End Reports
May 22	Reports Due for Correction Work on Reports
June 5	Discuss Plans for '75-'76

The workshop indicated above held on October 24 and 25 is represented by the agenda sheet attached. Each of the announced activities carried out during the workshop contributed to the working knowledge of the reading aides. Specific techniques were introduced by consultants. Successful practices were also demonstrated by members of the group.

OBJECTIVE 2

Help teachers with pre and post testing of students, record test results as well as other information necessary to demonstrate the success of the activity.

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The group achievement survey testing program required

OMAHA PUBLIC SCHOOLS
Central Reading Clinic
Department of Instruction

Workshop for Title I Primary Reading Aides
October 24-25, 1974
8:00 a.m. - 4:00 p.m.

Thursday

8:00	Sip 'n Chat	
8:15	The Reading Aide Program in OPS	Dr. Joe Hanna Associate Superintendent of Schools
8:45	Overview of Workshop	Mrs. Edwardene Armstrong
9:00	Record Keeping and Evaluation of Children's Progress	Dr. Lloyd Texely
10:30	Reading Programs in OPS (System Approach Film Strip)	Ron Meyer Director, Reading Clinic Mrs. Norma Johnson Assistant Director, Reading Clinic
11:30	Lunch Break	
1:00	"Building a Background for Creative Reading, Writing, and Speaking Skills"	Mrs. Jessie Marshall Reading Consultant

Friday

8:00	Sip 'n Chat	
8:15	Sharing Ideas How to Teach Children: -To recognize letters of the alphabet -To discriminate similarities in letters -To read words from left to right -To recognize grade level reading vocabulary -To recognize initial consonants -To recognize final consonants -To recognize consonant combinations -To recognize common elements -Vowels (long, short, special)	Mrs. Joan Kerchner Reading Consultant
11:30	Lunch Break	
1:00	Demonstrating and making games for help in "Word Analysis Skills"	Mrs. Jessie Marshall Reading Consultant

EA:cs

little assistance on the part of reading aides. While unified responsibilities were not developed for the aides as a group, assistance with preparing test materials and handling completed tests was carried out in several instances.

A system for recording the reading skills delivered to and mastered by individual students was organized and diligently followed by each reading aide. The daily record of work accomplished and periodic reporting to the classroom teacher provided the base from which the end-of-year summaries were made.

OBJECTIVE 3

Be trained to work with teachers in presenting the following reading skills to students.

-alphabet - oral
-Discrimination of letters
-left-to-right reading
-alphabet - written
-reading vocabulary
-initial consonants
-final consonants
-consonant combinations
-common elements
-vowels - long
-vowels - short
-vowels - special
-roots, prefixes, suffixes
-syllabication
-rhyming words
-compound words
-blend word parts

* * * * * * * * * * * * * * * * * * *

Continued development of the reading aide program notebook with the addition throughout the year of games, techniques and information enhanced its value to individual aides.

The program coordinator visited each school during the opening week of the 1974-75 term to facilitate services rendered children. These visitations included planning with each aide for "starting up" with students. Problems of scheduling pupils were largely resolved at this time. Work sessions with individual aides by the program coordinator, periodic meetings and an intensive two-day workshop provided a broad range of suggestions for improvement of service to boys and girls in the seventeen skill areas shown above.

OBJECTIVE 4

Aid the teachers with their eligible Title I children during the reading periods to help students learn the above specific skills and make gains in reading commensurate with their own level of ability.

* * * * * * * * * * * * * * * * * * *

Forty-one primary reading aides in thirty-five schools assisted 1940 students. This was an unduplicated count of boys and girls assisted in the mastery of specific reading skills. At one point in time, March 15, 1975, 1358 students were actively participating in the program. These students were directed to the reading aide by the classroom teacher who had pinpointed the specific skill to be reinforced. A distribution by grade of the students served is shown below.

Grade	Kdg'n.	First	Second	Third	Other*
Number	83	847	590	347	73

*Includes Pre-first and Intermediate.

The skill areas for which the aides received training were vocabulary and word analysis techniques. During the frequent inservice workshops each aide developed the instructional materials with which to work. There were therefore, close working relations between the classroom teacher and the reading aide.

Mastery of 23,619 specific skills was accomplished by students directed to work with the aides. Most students developed a given skill through several book levels. For instance 1390 students worked on recognition of reading vocabulary. These students learned sufficient words to advance them by 4139 levels.

The work being done in this program can be visualized in terms of an aide working with a child on a specific reading skill at the direction of the classroom teacher with materials and techniques learned in a series of organized workshops. The full scope of the work done by the Reading Aides is shown below.

Reading Skills Delivered By
The Primary Reading Aides

Reading Vocabulary Skills

Skill	Number of Students	Skill Levels Mastered
1. Recognize letters of the alphabet	559	559
2. Discriminate similarities in letters	311	311
3. Read words from left to right	224	224

Skill	Number of Students	Skill Levels Mastered
4. Write letters of the alphabet	332	332
5. Recognize grade level reading vocabulary	1390	4139
6. Recognize initial consonants	737	2741
7. Recognize final consonants	418	1157
8. Recognize consonant combinations	823	2739
9. Recognize common elements	718	1673
10. Vowels - long	631	2044
11. Vowels - short	778	1731
12. Vowels - special	445	1237
13. Recognize and use roots, prefixes, suffixes	132	233
14. Divide words into syllables	82	93
15. Recognize rhyming words	515	1397
16. Recognize compound words	176	479
17. Blend word parts	363	946
18. Digraphs	629	1584
		23619

A second study was made in an effort to determine the degree to which students retained skills mastered with the assistance of primary reading aides. A time lapse of at least three months occurred between initial mastery and the retention study.

Second grade students were identified who had, with the

MANAGEMENT SYSTEM SKILLS DELIVERED

CHART 1

PRIMARY READING AIDES - TITLE I

SUMMARY OF SKILLS ACCOMPLISHED BY STUDENTS 1974 - 1975

	Reading Vocabulary							*Word Analysis Techniques*													
	1. Recognize letters of the Alphabet	2. Discriminate Similarities in Letters	3. Read Words from Left-to-Right	4. Write Letters of the Alphabet	5. Recognize Reading Vocabulary	6. Recognize Initial Consonants	7. Recognize Final Consonants	8. Recognize Consonant Combinations	9. Recognize Common Elements	10. Vowels—Long	11. Vowels—Short	12. Vowels—Special	13. Recognize and Use Roots, prefixes, suffixes	14. Divide Words into Syllables	15. Recognize Rhyming Words	16. Recognize Compound Words	17. Blend Word Parts	18. Digraphs	TOTAL SKILLS	TOTAL STUDENTS
GRADE								PUBLIC SCHOOLS													
Kindergarten	49					31															
Pre-first	58	29		13	33	43	51		43										80	54	
First	309	139	151	210	1578	1356	391	715	800	659	569	120	28		62		26	22	380	74	
Second	57	88	49	72	1414	804	413	1175	461	724	604	641	108	44	623	213	526	431	8818	706	
Third	4	30	15	4	440	230	187	604	223	439	360	349	13	31	469	116	218	716	8173	498	
Fourth	1	1	1	1	22	33	8	16	6	24	14	23		4	160	105	76	265	3535	225	
Fifth							4	6		4	3				4		2	4	164	11	
Sixth																		3	20	1	
Seventh					3		4	4		3	3										
Sub-Total	478	287	216	300	3490	2497	1058	2520	1533	1853	1533	1133	149	79	1318	434	848	1444	21190	1570	
								PRIVATE SCHOOLS													
Kindergarten	25																				
Pre-first					1														25	25	
First	54	20	6	32	258	226	32	114	101	100	109	15	15		21		45	53	1261	91	
Second	2	3	1		273		6	50	32	29	27	53	27	5	58	26	51	38	681	82	
Third		1	1		105	18	1	46	7	30	22	11	17	4		18	2	44	327	58	
Fourth					13			9		32	20	25	25	5		1		5	135	12	
Sub-Total	81	24	8	32	649	244	99	219	140	191	178	104	84	14	79	45	98	140	2429	268	
TOTAL	559	311	224	332	4139	2741	1157	2739	1673	2044	1731	1237	233	93	1397	479	946	1584	23619	1838	

assistance of a reading aide, accomplished initial mastery of a specific skill or skills before winter recess. In mid-March, 1975, the program coordinator measured the performance level of the same students on skills previously mastered using diagnostic probes developed by Science Research Associates. Each skill presented by the aide had a criterion for mastery at the reading level the child was working. One hundred ninety one students from eighteen public and non-public schools participated in the study. Fifty students were included in each skill category except "Vowels III" to which only thirty-four second graders had been assigned before the winter recess.

The accompanying chart shows the percent of correct responses to items in ten of eighteen skill categories being delivered by reading aides. Mastery level in letter recognition (upper and lower case) for students referred by classroom teachers remained at the 99% level. Retention level was found to be 85% in all categories except "Vowels II". This category required the selection of a long vowel including vowel digraphs and is usually not accomplished until mid-third grade.

An interesting side effect of the study was noted again this year. Aides assisting the program coordinator with the administration of the probes took note of students who "did not remember". After testing, several aides commented they had reinforced the skills previously thought mastered. The additional input to students showing low mastery levels served a useful purpose.

The mastery level of the 191 students tested in ten categories of skills for which primary reading aides are trained to assist classroom teachers remained at 93.6% level. That is to say out of 14,820 student responses to items on the diagnostic probes in ten skill categories this representative group of 191 students from eighteen schools responded correctly 13,865 times.

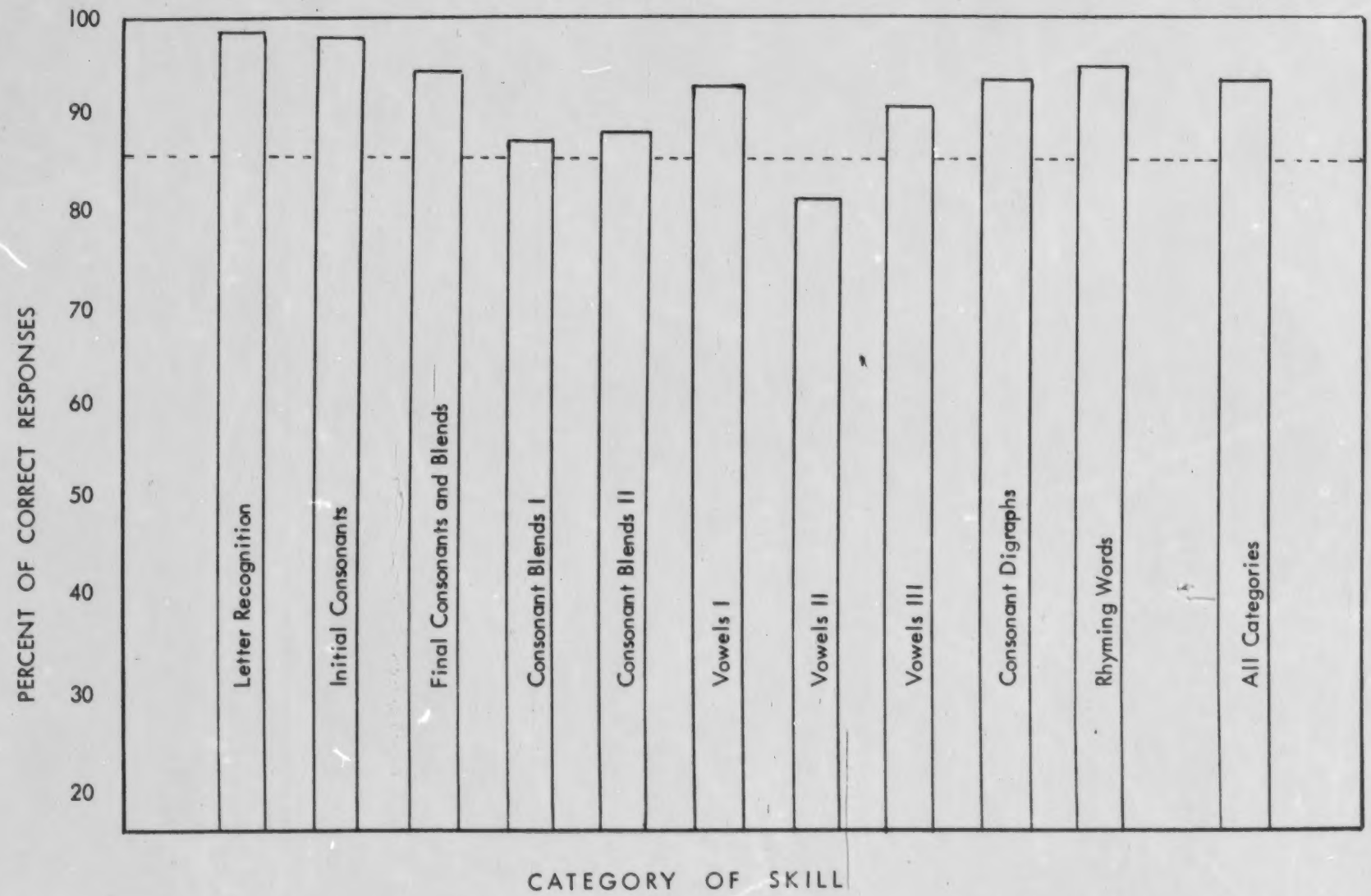
A measure of satisfaction was evidenced as this data was brought to the attention of the Primary Reading Aides at the end of the school year. Several then stated ways they felt they could do even better next year.

HIGH INTENSITY LEARNING CENTERS (HILINC) in reading provided individualized instruction for eligible students from fourth through twelfth grades. Materials and services were provided through a management system designed by Dr. S. Alan Cohen of Yeshiva University, New York, and developed through Random House. Eligibility and student placement to work in a center was determined by a group achievement survey test. Another measure was then used in order that the self directed work assigned each student was individually prescribed. Students

CHART 2

PRIMARY READING AIDE PROGRAM - RETENTION OF SKILLS

THREE OR MORE MONTHS AFTER INITIAL MASTERY



were thus placed in the instructional program at a level at which they could succeed.

Approximately twenty-five pupils were scheduled into HILINC centers for one period (45 to 60 minutes) each day. Pupils were diagnosed on an initial module of instructional objective tests to determine some of each child's specific needs. Materials and activities for each student were then prescribed according to this initial diagnosis. This diagnosis - prescription process continued throughout the year. As each instructional objective was mastered, new tests (check-in) were administered and new prescriptions assigned. The student moved at his own pace. The materials and activities were selected to provide maximum responsiveness to the pupil's need in terms of skill, content, level and rate of learning. The materials were, for the most part, self-directing and self-correcting. Most were carefully sequenced so that pupils could move on independently with a minimum of teacher direction.

In each center one teacher and one teacher aide served students and worked with teachers in familiarizing them with the High Intensity Learning Centers for reading. The teachers and aides were supervised by members of the Instruction Department.

OBJECTIVE I

Gain 1.0 grade level on the reading comprehension subtest of an established standardized reading test on which the student has scored within +1 or -1 standard deviation on the pre-test.

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During the course of the 1974-75 school year 3622 students participated fully in the HILINC program. Two hundred thirty two additional students participated on an incidental, space available basis. Participants in Title I public schools numbered 2,944, those attending non-public schools in the Title I area numbered 678.

Inasmuch as the HILINC program was designed for individualized instruction, many student participants in the fall of 1974 were no longer active in the spring of 1975. Reading comprehension tests (Gates-MacGinitie and Iowa Silent Reading) were administered to students as they entered the program and again at the close of the school year. The difficulty level of the tests administered corresponded to the level of reading at which the student was working. The post-test administered was also at this "instructional" level. The table below shows the average between pre and post-test scores for public school participants at each grade level.

TABLE 1

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS
Shift In Reading Comprehension Scores

October 1974 - May 1975

Grade	Number of Students With Pre-Post Scores	Average Shift Grade Equiv.
3	150	1.00
4	530	1.00
5	492	1.05
6	515	1.17
3-6	1687	1.07
7	101	1.34
8	151	1.42
9	22	1.10
7-9	274	1.36

On the basis of seventy percent of the HILINC participants in grades three through nine the average shift in reading comprehension as measured at the "instructional level" was in excess of one full grade. The time lapse between pre and post testing was seven months (seven tenths of a year). The 1961 students reported above include all those for whom pre and post test data was available. Other students moved away from the school, discontinued their participation in HILINC or otherwise missed post-testing. Average entry levels based upon test data at the time these students entered this supplemental Title I program were:

TABLE 2

PARTICIPANT ENTRY LEVEL 1974-75

Grade	3	4	5	6	3-6	7	8	9	7-9
Number	150	530	492	515	1687	101	151	22	274
Reading Level	1.95	2.58	3.28	4.03	3.17	4.83	4.81	5.56	4.87

A concerted effort was made in the designation of program participants from available underachieving candidates to select those most in need of assistance in learning to read. Based on available data the student population in HILINC can be characterized as "below the thirtieth percentile". The mean entry level thus varied from 1.15 years below grade level in grade three to 3.54 years in grade nine.

A projected post test score was computed for HILINC participants in this study on the basis of the time the students had been in school up to the time of pre testing. (Time thus was a function of grade placement). Projected, anticipated or expected gains are shown in Table 3 compared to actual gains recorded by these participants.

TABLE 3

OMAHA PUBLIC SCHOOLS - HILINC

Actual and Projected Reading Comprehension Gains In Months

Grade	3	4	5	6	3-6	7	8	9	7-9
Students	150	530	492	515	1687	101	151	22	274
Actual	10.1	10.1	10.5	11.7	10.7	13.4	14.2	11.0	13.6
Projected	3.1	3.8	4.2	4.1	3.9	4.9	4.2	4.5	4.5
Difference	6.8	6.1	6.3	7.6	6.7	8.4	10.0	6.5	9.1
Impact *	219%	158%	150%	186%	169%	168%	236%	144%	201%

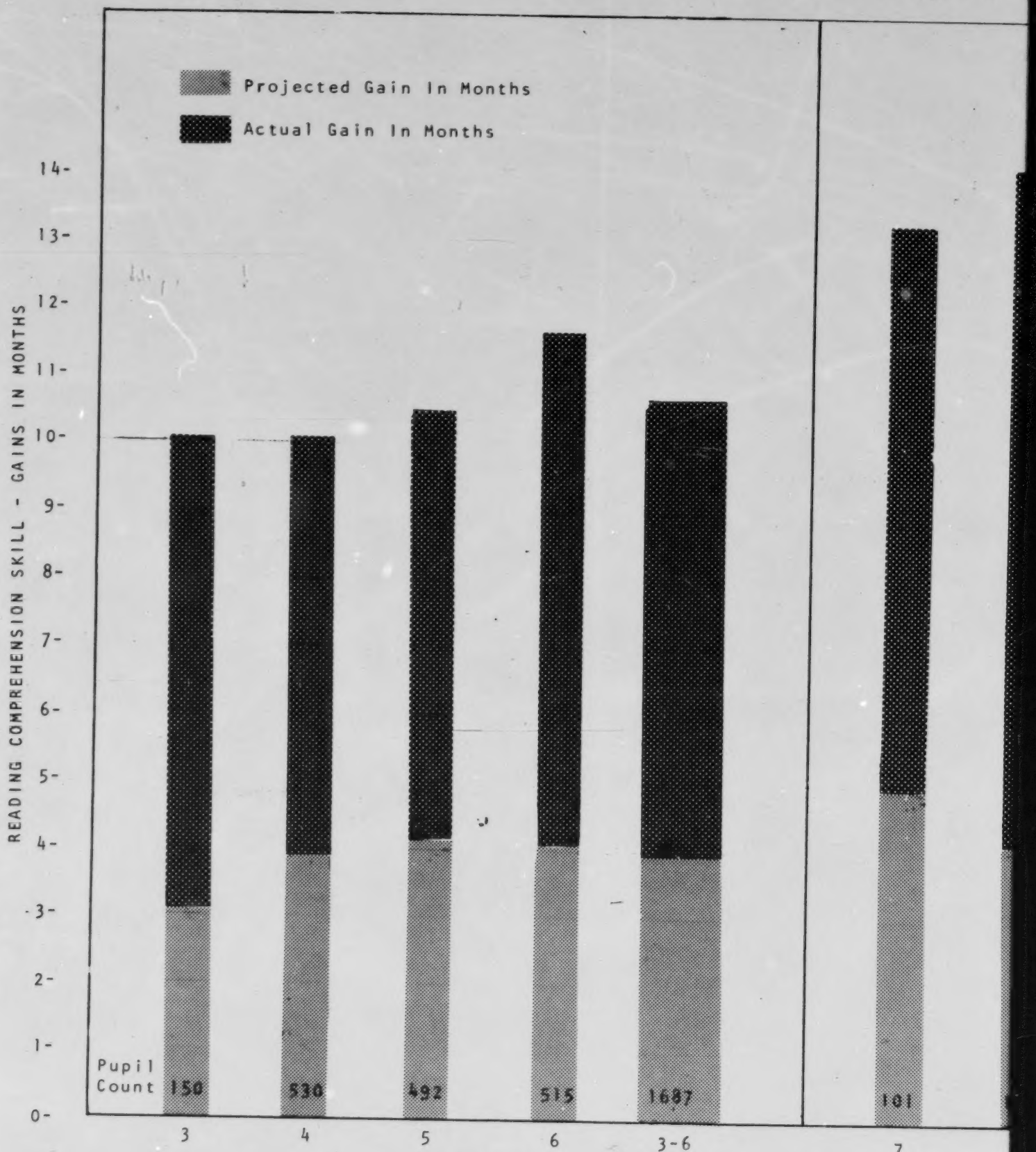
*Program impact is the amount of gain more than projected.

The impact of the HILINC program was most visible when a comparison of the actual shift in reading comprehension is made with that which was projected on the basis of past performance by the same program participants. The actual gains in reading varied from ten to more than fourteen months. It should be pointed out that all data reported is in terms of means (averages). Data reported was calculated showing the standard deviation of each group summarized and is available upon request. Projected gains varied from just over three months to four and a half months during a seven month instructional period. Actual changes in reading comprehension exceeded those previously experienced by students of the study.

Interest has been shown in data pertaining to students whose "instructional level" is not greater than one standard deviation below the mean of a nationally standardized reading test. Table 4, therefore, was developed specifically for the HILINC population pre and post-tested "on-grade-level".

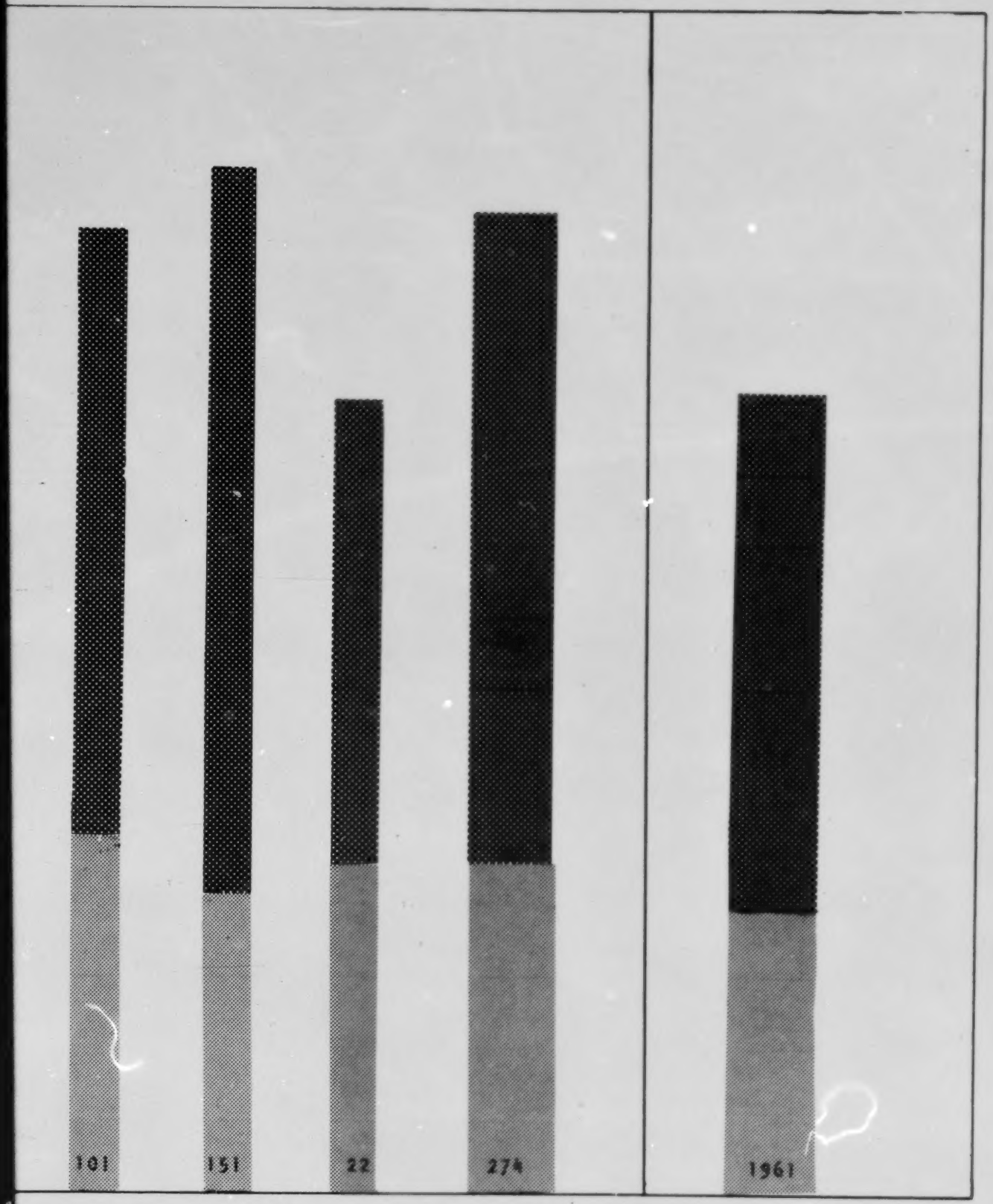
CHART 3

OMAHA PUBLIC SCHOOLS HIGH INTENSITY LEARNING CEN
Comparison of Projected and Actual Shifts in



STUDENT PLACEMENT BY GRADE IN

SITY LEARNING CENTERS - READING 1974-75
Actual Shifts in Reading Comprehension



ENT BY GRADE IN SCHOOL

TABLE 4

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS

Gain In Reading Comprehension Scores

Grade	3	4	5	6
Students	49	101	227	325
Pre Score	2.40	3.02	3.81	4.57
Post Actual	3.42	4.13	4.83	5.80
Score Projected *	2.85	3.50	4.33	5.10
Shift More Than Expected	127%	127%	98%	131%

*Based upon growth in reading comprehension and the length school career up to pre-test time.

At the outset of the HILINC program a goal of a month's gain for each month of program participation was proposed. This criterion for success was more than adequately met during 1974-75. All students did not, nor was it expected they would, ameliorate completely all the reading deficiencies with which they entered HILINC. The effect of the program is felt to be cumulative. It, also, requires a high degree of articulation by both HILINC and classroom teachers to have a noticeable affect in terms of functional reading outside the center.

OBJECTIVE 2

Master thirty-five instructional objectives which on the pre-test indicated a deficiency.

* * * * * * * * * * * * * * * * * *

The HILINC program is a teacher support system which defines each student's unique reading needs and prescribes appropriate learning activities to fill those needs. The program utilized the concept of "instructional objectives" (I-O). Each objective had as a goal a well-defined reading behavior which was defined operationally. The Catalogue of Instructional Objectives listed about 500 instructional objectives, numbered and organized by category. With each instructional objective was a set of prescriptions for that objective, specified according to the name of the material, the page, the item number, and any other necessary information.

"Check-in" tests for each instructional objective generates

either a "pass" or "fail" designation. If the tested or observed instructional objective was failed the teacher prescribed appropriate self-directing, self-motivating instructional materials and/or learning experiences for the student. Time required to complete objectives varied, the average being three to four class periods.

"Check-out" tests, alternate forms of the "check-in" tests, were administered after students had worked the prescriptions for the assigned instructional objective. Work completed was entered on a wall chart by the student as it was completed. The work recorded thus, was an indication of activity and progress of each student and served as an important part of the individualized materials delivery system. Table 5 shows the average clock hours of participation and the average number of instructional objectives completed for the students included in objective 1.

TABLE 5

OMAHA PUBLIC SCHOOLS - HIGH INTENSITY LEARNING CENTERS

Mean Clock Hours And Instructional Objectives Completed

Grade	3	4	5	6	3-6	7	8	9	7-9
Clock Hours	102	108	106	105	106	123	120	131	122
Objectives Completed	25	37	38	42	38	42	40	34	40
Objectives per 150 Hours	37	51	54	60	54	51	50	39	49

Class periods varied from forty-five to sixty minutes. The average number of instructional objectives accomplished by 1961 students in the study fulfilled the proposed performance of thirty-five objectives in one hundred fifty clock hours of HILINC participation.

The PRIMARY HIGH INTENSITY LEARNING SYSTEM (PRIMALINC) in reading, a downward extension of the HILINC program, included grades one through three. Introduced in the Spring of 1973, PRIMALINC serves students in eleven public and nine non-public schools. As an instructional system, it helped the teacher define each student's unique reading needs and prescribe appropriate learning activities. The work a student did was individually prescribed and self-directed at the instructional level at which the student could succeed. Classroom teachers electing to

TABLE 6

OMAHA PUBLIC SCHOOLS HIGH INTENSITY LEARNING PROGRAM 1974-75
Shift in Reading Comprehension Skill - Summarized By Grade

	Grade Equivalent Scores			% Actual Growth to Proj. Growth	Average Months Instruction	Number of Students
	Average Pre Score	Projected Post Score	Actual Post Score			
Grade 3	1.9	2.3	3.0	323%	7.3	150
Grade 4	2.6	3.0	3.6	263%	7.7	530
Grade 5	3.3	3.7	4.3	250%	7.7	492
Grade 6	4.0	4.4	5.2	285%	6.0	515
Grades 3-6	3.2	3.6	4.2	274%	7.1	1687
Grade 7	4.8	5.3	6.2	273%	8.0	101
Grade 8	4.8	5.2	6.2	338%	7.9	151
Grade 9	5.6	6.0	6.7	244%	8.0	22
Grades 7-9	4.9	5.3	6.2	302%	7.9	274

PRIMALINC OBJECTIVES
Included in the Criterion Referenced SCORE Test - Reading Grade One

PRIMALINC OBJECTIVE BY CATEGORY

AUDITORY DISCRIMINATION

001 After hearing two or more words the student indicates whether the words are the same or different. (Test items 4 & 58)

006 After hearing two or more words, the student indicates whether or not they begin with the same sound. (Test items 52 & 53)

015 After hearing the names of X pictures, two of which rhyme, the student indicates which pictures represent the rhyming words. (Test items 43 & 44)

013 The student will be able to recognize rhyming words by choosing one of three words which rhymes with a given word.(62 & 65)

ALPHABET KNOWLEDGE

019 After hearing the name of a letter of the alphabet, the student writes the letter in lower case. (33 & 36)

020 After hearing the name of a letter of the alphabet, the student writes the letter in upper case.(34 & 37)

VISUAL DISCRIMINATION

025 Given a letter visually, the student selects from X allographs the letter that best matches the given letter.(55 & 57)

030 Given visually a letter cluster or clusters, the student selects from X choices the one that matches the given letter cluster or clusters.(54 & 56)

SIGHT WORDS

043 Given visually his own name, the student recognizes it wherever it appears. (1 & 2)

048 Given a random selection of X words from the Dolch Basic Word List (Part 1-1st 110 words or Part 11-2nd 110 words), the student correctly reads the words orally. (32 & 35)

051 Given visually a word from a basic word list* at timed exposure, (1/100 to 1 sec.) the student correctly says the word.(048,049, 050,051)

053 Given a stimulus of a specified color, the student selects from X choices the name for that color.(59 & 61)

058 After hearing a word from a specified word list, the student selects from X printed choices.(3 & 5)

BEGINNING CONSONANTS

062 Given a picture, the student selects from X choices the beginning letter(s) of the object pictured. (13 & 15)

063 Given a picture and a specified beginning consonant, the student indicates whether or not the object pictured begins with that consonant.(20 & 31)

072 Given a word visually, the student indicates the consonant(s) in the word. (66 & 69)

074 Given visually a context clue and a word, the student changes the initial consonant or blend as directed to make a new word that fits the context clue.(40 & 42)

BEGINNING BLENDS

082 Given a picture and a specified beginning digraph or blend, the student indicates whether or not the object pictured begins with that digraph or blend.(27 & 29)

087 Given a sentence with a word missing its beginning blend, the student selects from X choices the appropriate blend to complete the word. (14 & 39)

087 The student will demonstrate a knowledge of consonant blend substitution by choosing from a group of three consonant blends the one which will make another real word when substituted for the consonant blend in the given word.(64 & 67)

BEGINNING DIGRAPHS

094 After hearing the word for a given picture, the name of which begins with a digraph, the student selects from X choices the letter(s) for the beginning sound. (6 & 21)

096 Given a picture, the name of which begins with a digraph, the student writes the beginning letters to the left of the picture.(11 & 68)

ENDING CONSONANTS

101 Given a picture and a specified ending consonant, the student indicates whether or not the object pictured ends with that consonant. (23 & 28)

105 Given a picture and X words all of which differ only in the ending consonants, the student writes the word that goes with the picture.(22 & 25)

107 Given a sentence with a word missing its ending consonant, the student selects the consonant to complete the word.(30 & 45)

ENDING BLENDS

108c Given visually an incomplete sentence missing a word with a specified ending consonant blend, the student listens to the complete sentence and indicates which of X written choices represents the missing word.(46 & 47)

MEDIAL CONSONANTS; FINAL

116 Given a picture, the student writes the letter(s) for its beginning, middle and/or ending sounds as directed. (24 & 26)

LONG-SHORT VOWELS

121 Given a picture clue and X words differing only in medial vowels, the student writes the word that goes with the picture. (16, 18, & 19)

130 Given a picture for a one syllable word, the student selects one of X vowels that represent the medial sound of that word. (7,8, & 9)

131 After hearing the sound of a given vowel or vowel combination, the student selects from X written choices the letter for the given sound. (60 & 63)

BASIC COMPREHENSION

320 Given visually a question without a picture clue, the student selects from X choices the answer to the question. (38 & 41)

325 Given a picture and X phrases or sentence visually, the student indicates the phrase or sentence that goes with the picture. (10 & 12)

044 Without a model, the student prints (or writes) his own name correctly. (17)

follow the program brought their students to the PRIMALINC center which was staffed with a teacher aide.

Activities provided by individual instructional objectives oriented the program to reading skills development thus eliminating many reading problems before they could occur. Sixteen hundred eight students in primary classrooms from twenty schools participated in the program.

PRIMALINC PROGRAM - November 1975

Student Count By Grade

Grade	1	2	3	4	Total
Public	245	396	388	8	1037
Non-Public	173	166	174	58	571

OBJECTIVE I

Master 75% of the objectives in the basal reader.

* * * * * * * * * * * * * * * * *

Continued effort was given to fuller utilization of the criterion referenced test constructed for use the Spring of 1974 and produced by Westinghouse Learning Corporation. Items chosen for the test were keyed to the objectives in the beginning basal readers (grade 1). This instrument, designed as a diagnostic tool for both process and product evaluation contributed to program development. As test results from the previous spring were presented to teachers participating in the 1974-75 PRIMALINC program the nature of the instrument and the type of feedback available to teachers prompted a general request for more widespread use of the test. Thus, the "PRIMALINC SCORE" test was used throughout the program. All teachers received a summary report showing the specific response each student made to the sixty-nine items on the test. These items were coded to the instructional objectives of the program forming a comprehensive "blocking test" from which individual prescriptions could be made.

A compiled list of intermediate objectives drawn from the Catalogue of Objectives for the PRIMALINC program displays the array of skills being tested. A printed report shows the items missed by each student thus forming a base for individualized assignment of lessons.

Data from "straight grade" classrooms (no combination grade classrooms) was compiled at the first grade level (147 students). The tests were also administered to Title I first grade classes (48 students)not participating in the PRIMALINC program. Mastery of the skills represented by the PRIMALINC SCORE test is shown by the percent of students able to respond correctly to at least seventy-five percent (75%) of the test shown for two of the groups followed during 1974-75. One group included students in six first grade classrooms participating in the program. These students were involved with group instruction orienting them to the placement and proper use of materials within the center at the time the pre-tests were administered. The second group included students from two first grade classrooms in non-participating schools. Teachers for this group were suggested by building principals. The test and testing process were discussed with these experienced teachers who then offered to assist this initial attempt to describe the impact of this supplementary program for beginning reading students.

TABLE 7

OMAHA PUBLIC SCHOOLS - PRIMALINC 1974-75
Percent of Mastery By Skill Category - Seventy-five Percent Level

	SKILL CATEGORY										
	Auditory Discrimination	Visual Discrimination	Alphabet Discrimination	Initial Consonants	Consonant Blends	Consonant Digraphs	Rhyming	Sight Words	Comprehension	Writes Own Name	Other District Objectives*
Participants											
Pre	61	69	40	22	1	53	47	1	21	77	20
Post	85	91	50	70	14	91	84	28	50	72	85
Non-Participants											
Pre	35	52	15	4	1	27	44	2	21	77	6
Post	76	88	61	49	6	92	71	10	43	92	76
	+ 9	+ 3	-11	+21	+ 7	+ 9	+13	+18	+ 7	-20	+ 9

*included: ending consonant blends, medial vowels, medial sound/vowel one syllable words, vowel/vowel combinations, and matching sentences to pictures.

OMAHA PUBLIC SCHOOLS - PRIMALINC PROGRAM 1974-1975

Mastery Level Of Intermediate Objectives At Entry And Exit Times (November - May)

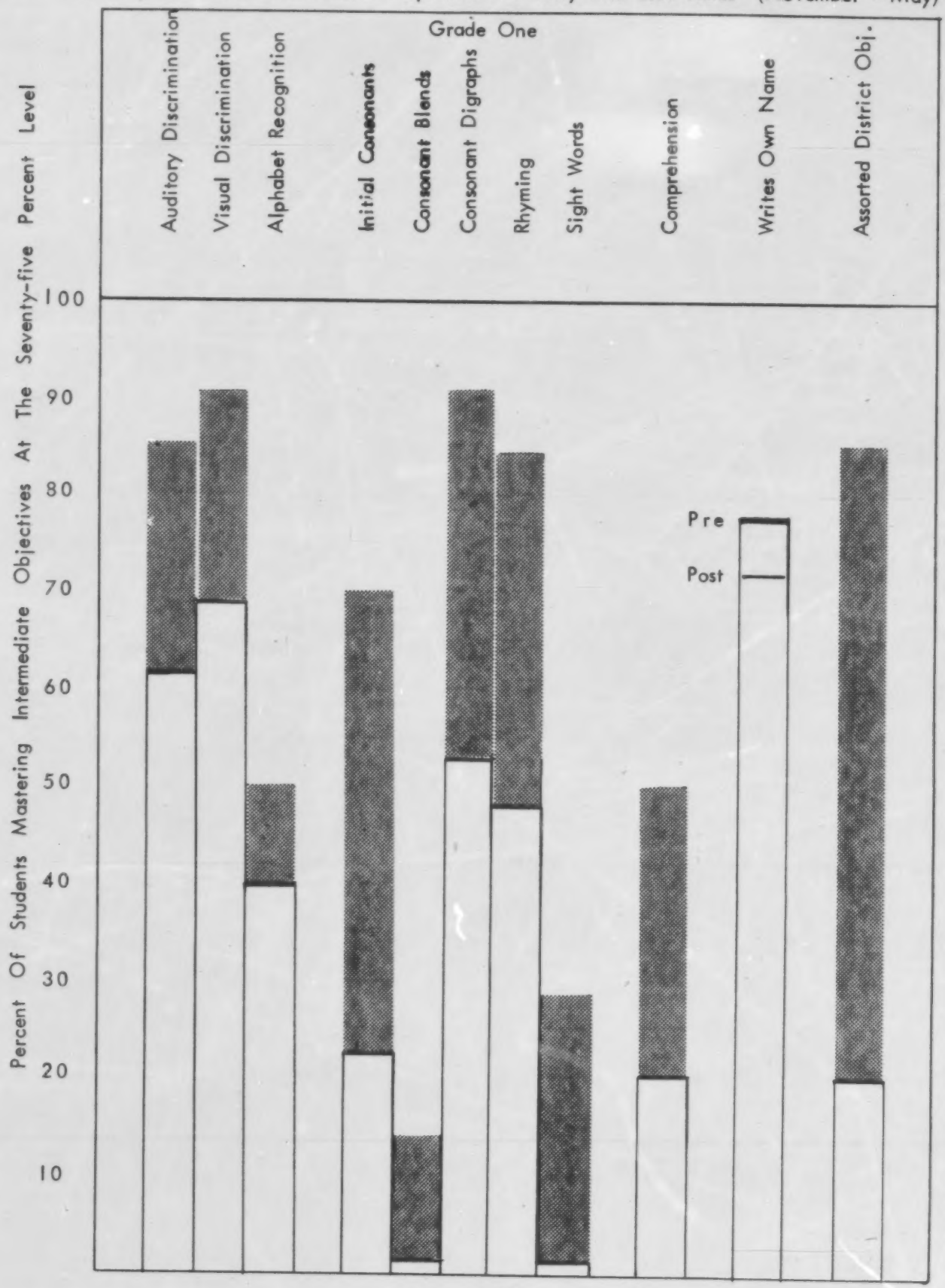


CHART 4

OMAHA PUBLIC SCHOOLS - PRIMALINC CONTROL 1974-1975

Mastery Level Of Intermediate Objectives At Entry And Exit Times (November - May)

Grade One

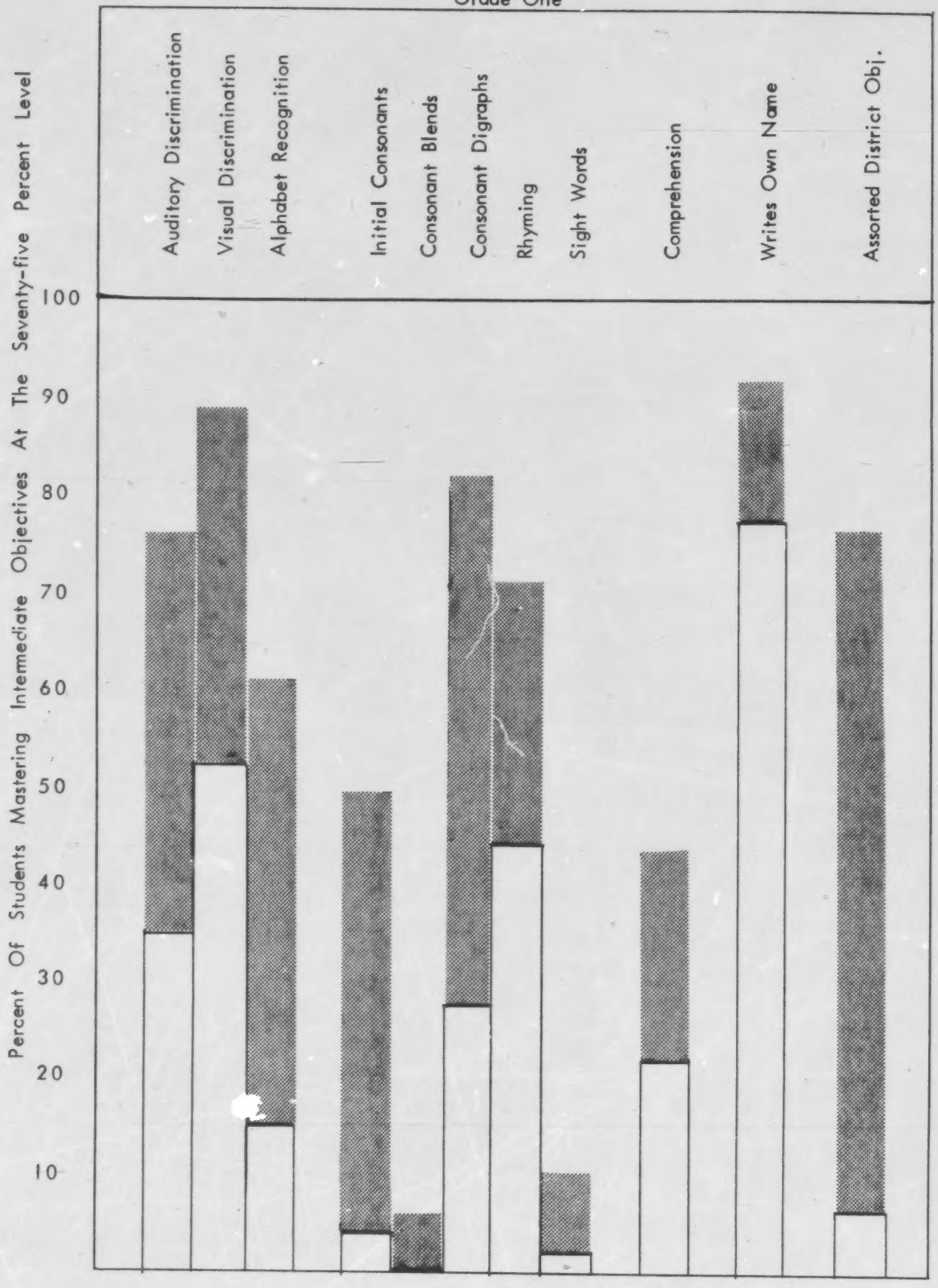


CHART 5

Variations noted after pre-testing both groups of students were surprising inasmuch as a higher percent of students entering the program mastered performance skills represented by items on the test than students in non-participating classes. This occurred on twenty-three items. A review of the items, instructions given and scoring did not reveal a basis for this difference. Further study is being made to explain this variation in what was thought to be "comparable" classes.

With the exception of "alphabet recognition" and "writes own name", the designated level of mastery by post-test time (May 1975). Although not all students mastered seventy-five percent of the objectives in their basal readers, a higher percent of the participants reached this level than those in the non-participating group. Statistical treatment for significance and other characteristics was not done as the test document is being revised and instructions for the administration of the test are being rewritten.

Primalinc teachers, during in-service instruction, were made aware of the need for student work to be balanced in four skill areas, i.e., word study, vocabulary, reading comprehension and work study. An analysis of student performance at the end of the year indicated PRIMALINC students mastered a broader range of skills. Teachers of non-participating students appeared to focus upon fewer basic skills than the program participating teachers. Student success shown by the number of test items within "intervals of correct responses" displays this effect of the program.

TABLE 8

OMAHA PUBLIC SCHOOLS - PRIMALINC 1974-75
Intervals of Correct Responses

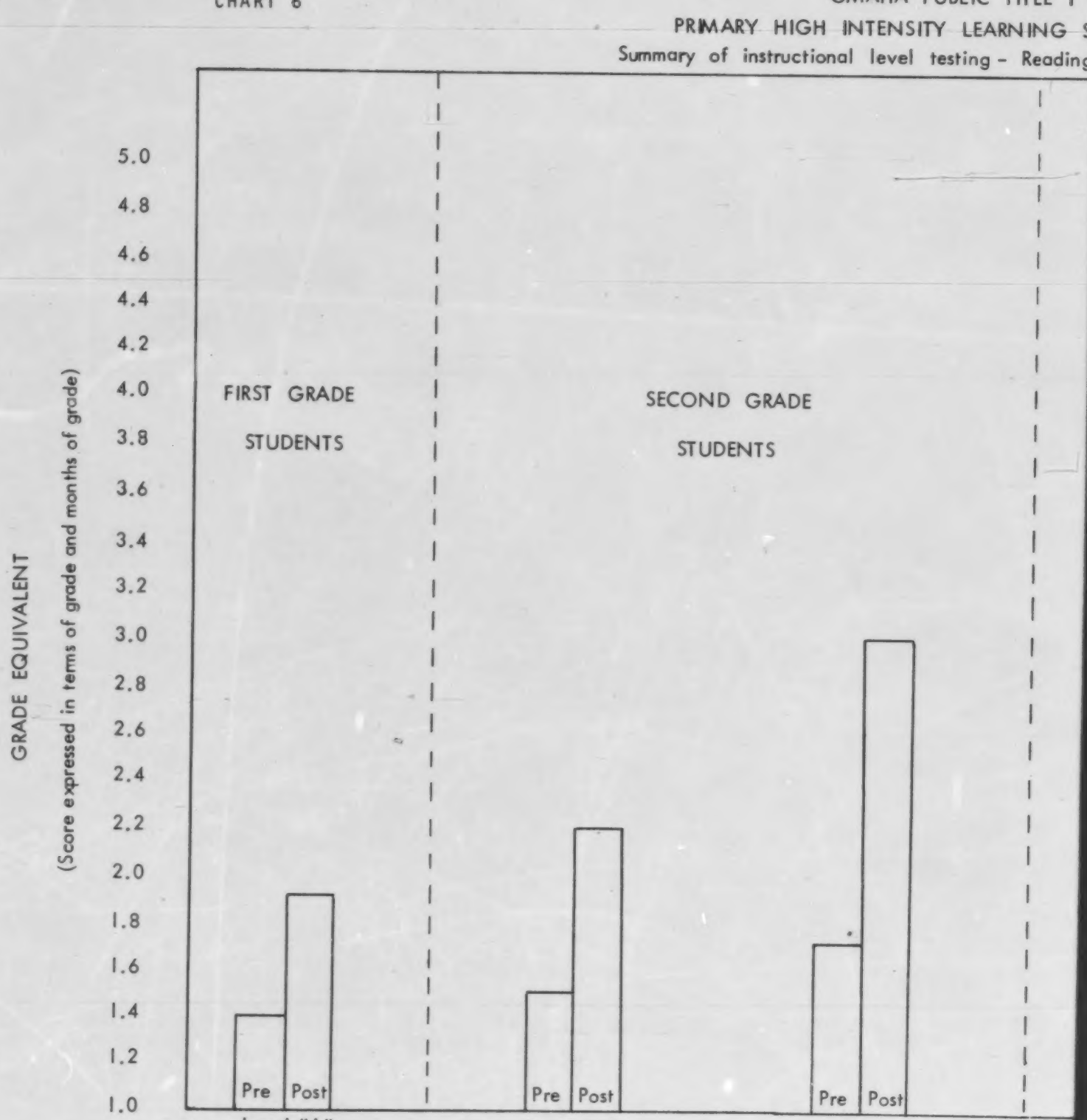
Percent of Correct Responses	Number of test items within the Interval	
	Primalinc Participants	Non-Participants
90-99	21	15
80-89	17	13
70-79	8	14
60-69	8	6
50-59	6	7
40-49	3	2
30-39	1	3
20-29	0	3
10-19	5	2
0-9	0	4
Total	69	69

CHART 6

OMAHA PUBLIC TITLE I S

PRIMARY HIGH INTENSITY LEARNING S

Summary of instructional level testing - Reading

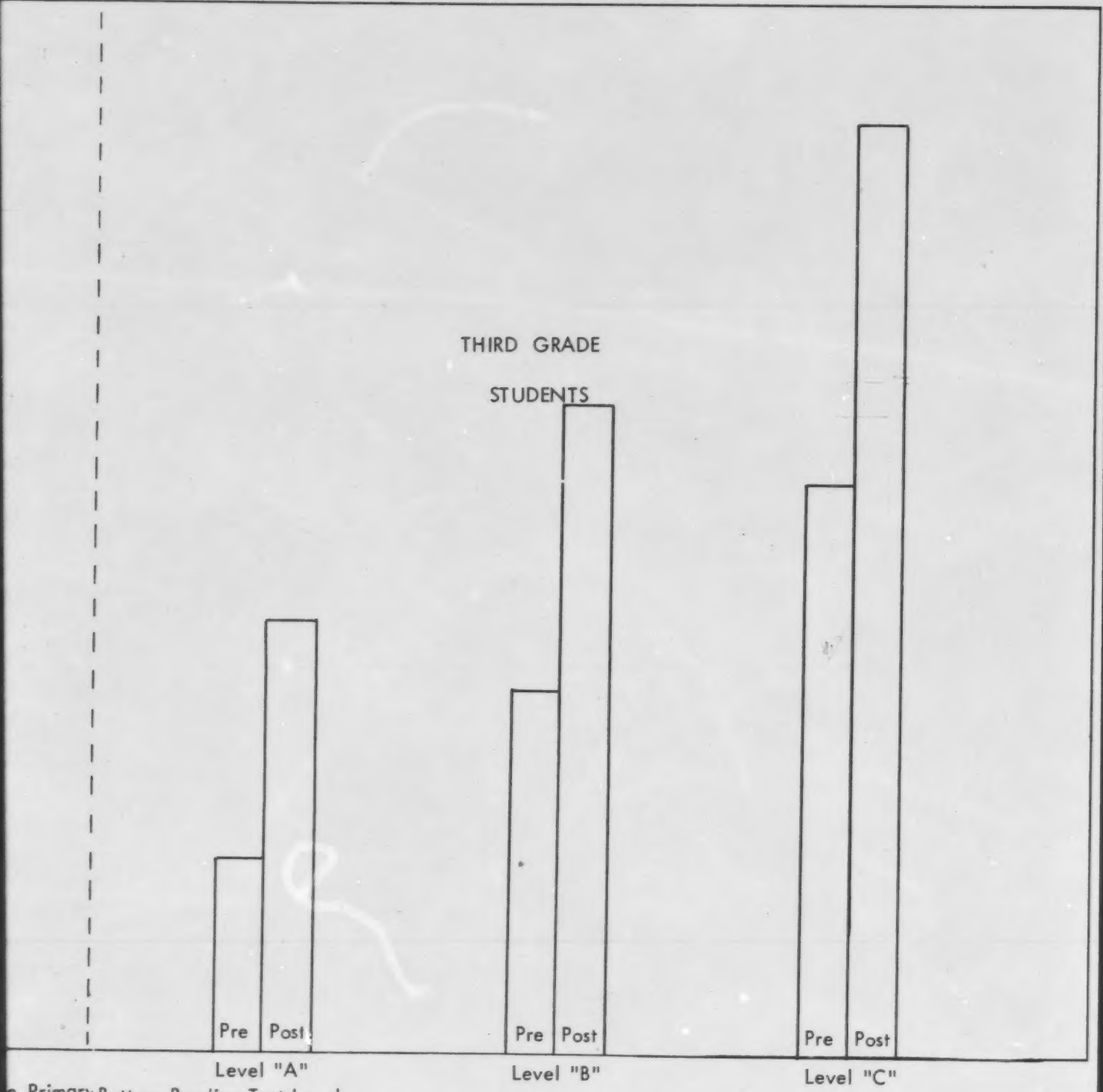


Gates-MacGinitie, Primary Batt

UBLIC TITLE I SCHOOLS

Y LEARNING SYSTEMS - READING

esting - Reading Comprehension - Primalinc Participants 1974-1975



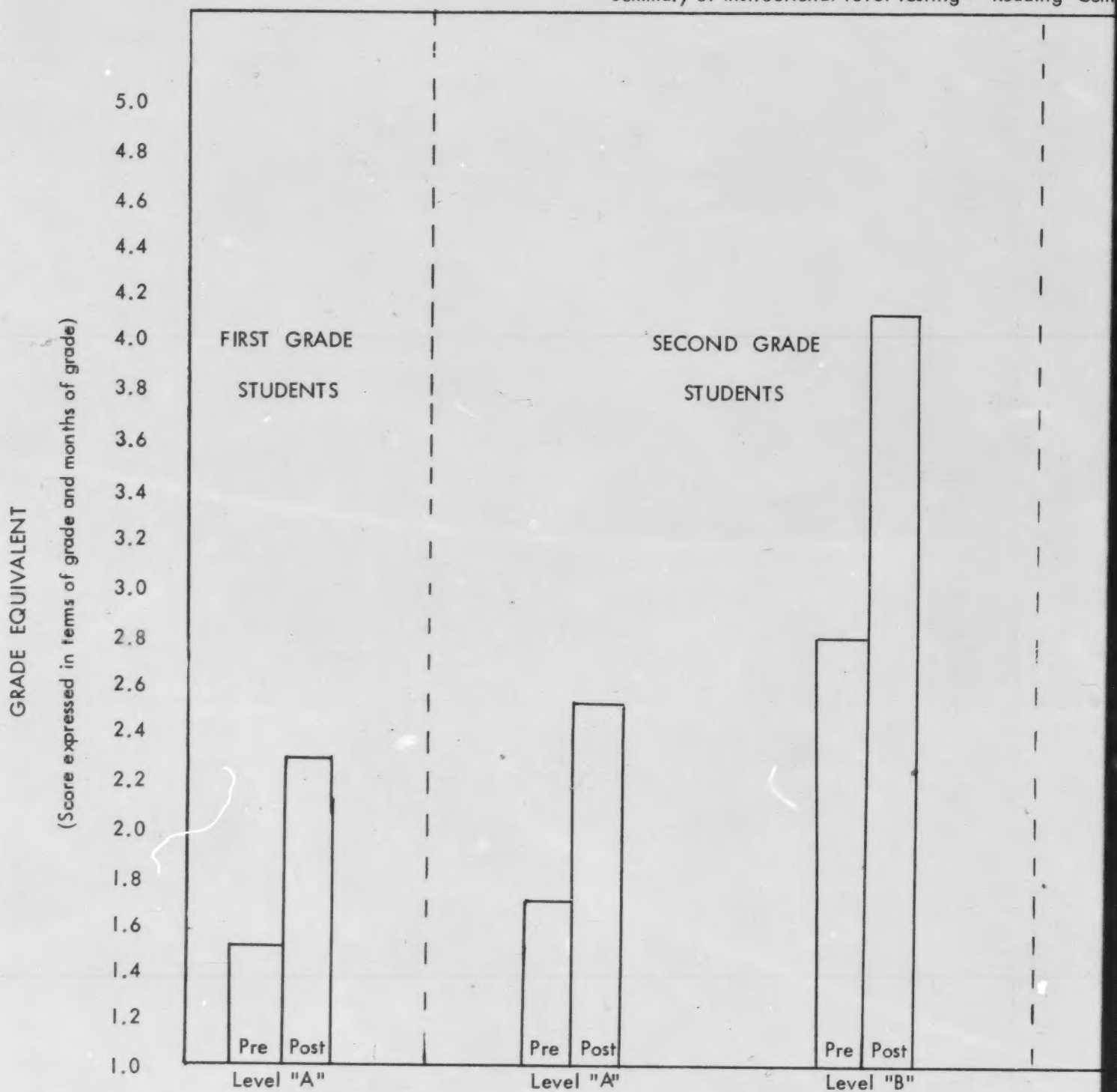
e, Primary Battery Reading Test Level

CHART 7

OMAHA PUBLIC NON-T

PRIMARY HIGH INTENSITY LEARNING

Summary of instructional level testing - Reading Com

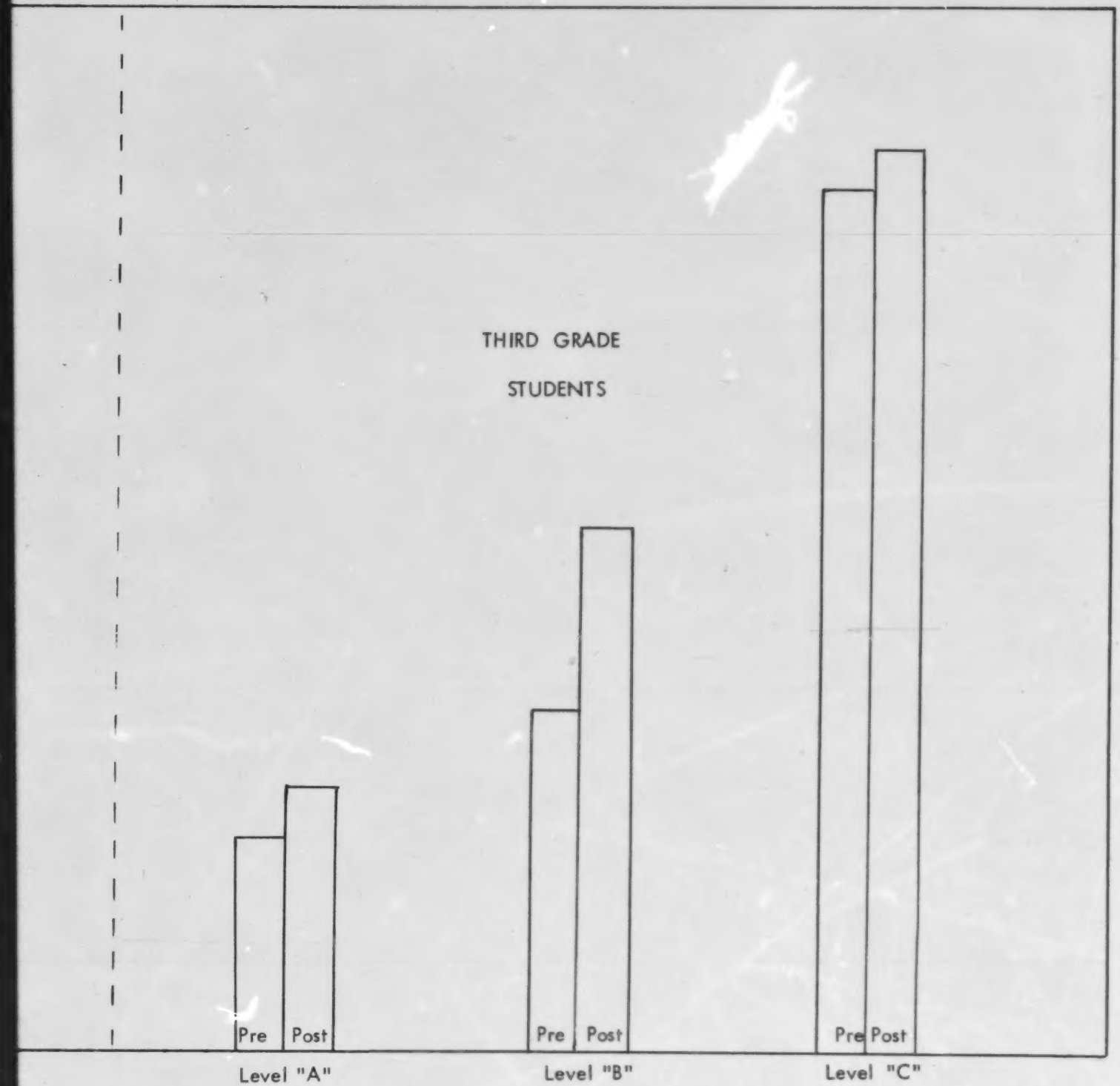


Gates-MacGinitie, Primary Battery

A PUBLIC NON-TITLE I SCHOOLS

NSITY LEARNING SYSTEMS - READING

ing - Reading Comprehension - Non-Participating Students 1974-1975



tie, Primary Battery Reading Test Level

OBJECTIVE 2

Gain 1.0 grade level on the reading comprehension sub-test of any established standardized reading test on which he has scored within +1 or -1 standard deviation on the pre-test.

* * * * * * * * * * * * * * * *

The reading comprehension section of the Gates-MacGinitie Reading Test was selected to measure changes in reading performance. Matched pre and post-test data was available for 855 PRIMALINC participating students in public school classrooms. A second group of students was also tested at "instructional level" providing pre-post data on 304 students. This group was drawn from non-Title I schools. The purpose of the second group was to view, where possible, the efficacy of "instructional level" testing. While the percent of students working at each level varies between the Title I and non-Title I areas, trends shown for the two groups are remarkably similar.

TABLE 9

OMAHA PUBLIC SCHOOLS - PRIMALINC 1974-75

Summary of Instructional Level Testing - Reading Comprehension

Grade and Test Level	Title I Participating Classes						Ratio Shift Actual/ Proj.
	Number of Students	Grade at Pre-Test	Test Performance Pre	Post	Shift	Projected Shift	
One Level "A"	204	1.26	1.4	1.9	.5	.8	63%
Two Level "A"	114	2.24	1.5	2.2	.7	.3	233%
Level "B"	240	2.24	1.7	3.0	.4	.4	325%
Three Level "A"	49	3.23	1.8	2.8	1.0	.2	500%
Level "B"	123	3.23	2.5	3.7	1.2	.5	240%
Level "C"	125	3.23	3.4	4.9	1.5	.7	214%

TABLE 9 (Cont'd)

OMAHA PUBLIC SCHOOLS - PRIMALINC 1974-75
Summary of Instructional Level Testing - Reading Comprehension

Grade and Test Level	Non-Title I Non-Participating Classes						Ratio Shift Actual/ Proj.
	Number of Students	Grade at Pre-Test	Test Performance Pre	Post	Shift	Projected Shift	
One Level "A"	117	1.40	1.5	2.3	.8	.5	160%
Two Level "A"	8	2.40	1.7	2.5	.8	.2	400%
Level "B"	88	2.40	2.8	4.1	1.3	.6	217%
Three Level "A"	7	3.40	1.9	2.1	.3	.2	150%
Level "B"	10	3.40	2.4	3.2	.8	.3	267%
Level "C"	74	3.40	4.6	4.9	.3	.7	43%

OBJECTIVE 3

Master 30 reading instructional objectives which on the pre-test indicated a deficiency. This number will be revised to correspond to the amount of time each individual spends in a center or based on meeting only certain objectives the individual child needs.

* * * * * * * * * * * * * * * * * *

Work required by instructional objectives constituted the principal input of the PRIMALINC program. The length of time each class met for PRIMALINC instruction was recorded as well as the number of objectives accomplished by each participant. The table which follows summarizes the above information.

TABLE 10

OMAHA PUBLIC SCHOOLS - PRIMALINC 1974-75
Mean Clock Hours and Instructional Objectives Completed

Grade	1	2	3
Clock Hours	80.3	84.8	95.3
Objectives Completed	13.6	16.7	24.9
Objectives Per 150 Clock Hours	25	29	39

Less credence is being given to the number of objectives accomplished as experience with the program increases. Emphasis on aligning instructional objectives with a given student's need and the balance of objectives prescribed from among the four skill areas of the program appeared to be more important. For the program as a whole, students accomplished instructional objectives at a rate slightly in excess of thirty per one hundred fifty hours of program participation. First graders worked at the rate lower than anticipated. Third graders worked a few more objectives than proposed. It is entirely possible that the difficulty level of a given objective may vary between grades. That is to say one objective may require more time for a first grader to master as a part of a developmental program than it takes for a second or third grader to accomplish as a part of remediation.

PSYCHOLOGICAL SERVICES

ACTIVITY NUMBER 29

SUPPORTIVE PSYCHOLOGICAL SERVICES ACTIVITY NUMBER 29

The Title I Supportive Psychological Services activity provided valid justification and guidance in determining the needs of the educationally deprived child. Through this activity additional specialists were employed to determine ability levels and evaluate educationally disadvantaged children in the Title I instructional program. This information is a pertinent factor in determining the programming needs of these children.

The need to identify and help children in Title I schools with emotional, psychological or learning disorders is another aim of the supportive program of the Psychological Services of the Omaha Public Schools.

The program strives to identify and thus alleviate problems before they become great so that each student may make appropriate educational progress.

OBJECTIVE 1

Employ six additional full-time psychological personnel in order to identify students in the Title I area in need of special programs. Three full-time clerks will be employed.

* * * * * * * * * * * * * * * * *

Only five professional psychological personnel were qualified and available. These were employed for the year 1974-75. Three of these were at psychological assistant level and two were psychological testers. Two of the testers then worked a 30-hour week. Three clerks were provided throughout the school year. These persons supplemented the services being rendered in the Title I area.

Thirty-seven percent of the services rendered by the Title I psychological personnel were performed to meet the needs of students that qualified for programs outlined in State Legislative Bill 403. Consequently, ninety percent of the cost of these services were reimbursed by the state. The state, in effect, paid for one-third of the Title I psychological personnel salaries for the 1974-75 year.

See Table 1 for services rendered by the Title I funded professional personnel.

OBJECTIVE 2

Administer ability level tests to students participating in the High Intensity Learning Centers for reading.

* * * * * * * * * * * * * * * * *

TABLE I

Psychological Evaluations By Grade - 1974 - 1975

Code No.	Pre-Kdg.	OK	01	02	03	04	05	06	07	08	09	10	11	12	Special	Total
13918		15	12	10	5	12	12	10	11	4		1	2		9	103
16249*	1	3	13	9	17	7	5	2	10	15	14	19	5	5	5	130
19224*			1	1	1	1	1	1	2	4	3	12	14	5		46
20795		9	11	7	10	3	7	1	16	19	12				8	103
29704	1	8	10	8	11	13	3	3	5	14	12	17	3		2	110
Sub-Totals	2	35	47	35	44	36	28	17	44	56	41	49	24	10	24	
Total	37		126			81			141			83			24	492

* Psychological Testers

Other services such as consulting with parents, school personnel, and outside agencies etc., are not included in the above table, as these services are considered an integral part of the evaluative procedure.

Individual evaluations were administered to four hundred ninety two Title I students who were considered for the Hilinc program during the school year. Title I testing from previous years was reviewed by the psychological staff on other Hilinc students who were not tested during 1974-75.

OBJECTIVE 3

Provide individual testing for all first grade children not previously tested in Title I schools or at the Psychological Services clinic as time permits. Kindergarten testing when time permits.

* * * * * * * * * * * * * * * * *

Information shown under Objective I indicates that 35 kindergarteners were evaluated individually by Psychological Services personnel and that 47 first grade children were evaluated during the year.

OBJECTIVE 4

Provide additional individual testing for eligible Title I area students as deemed necessary by the professional staff.

* * * * * * * * * * * * * * * * *

Psychological Services Personnel provided services to individual students referred because of special needs and problems. These referrals were routed to one of the three qualified psychological assistants through regular school channels. Many students were discovered through the screening tests who appeared to need more intensive study. These evaluations were then conducted in the Psychological Services Clinic or in the school.

Referrals were made by a number of individuals or agencies. Among them were the following:

1. Local school personnel
2. Community Counselors
3. Parents
4. Instruction Department
5. Special Education
6. Medical profession

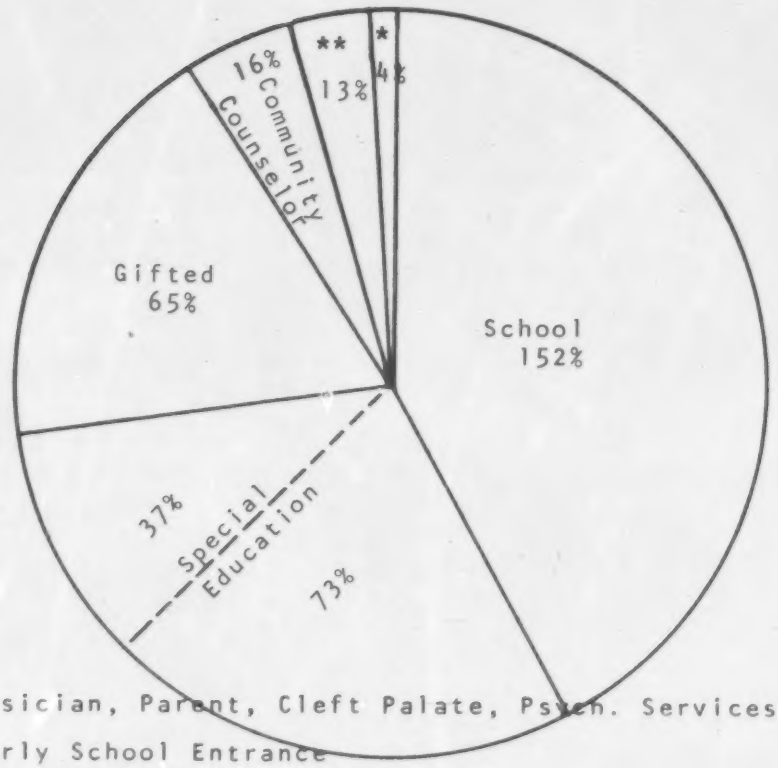
Various and appropriate psychometric techniques were utilized in determining ability level, academic, social and emotional functioning of the students referred for evaluation.

Psychological personnel also served in a consultative capacity regarding individual or group problems which arose.

The primary thrust of the Psychological Services personnel was in support of the reading programs. The major portion of all "new" psychological evaluations performed during the 1974-75 school year were made in response to referrals from individual schools.

Another service rendered included 127 full scale ability tests given for placement in the Special Education Program of the Omaha Public Schools.

DISTRIBUTION OF EVALUATIONS SHOWN BY REFERRAL SOURCE



* Physician, Parent, Cleft Palate, Psych. Services

** Early School Entrance

COUNSELING

ACTIVITY NUMBER 30

SUPPORTIVE COUNSELING ACTIVITY NUMBER 30

OBJECTIVE 1

Provide through the community aides the supportive services for children participating in a Title I instructional program.

* * * * * * * * * * * * * * * * * *

One of the objectives of this activity was to support students participating in Title I instructional programs. Of the many duties performed by community aides, none were more helpful than those which facilitated communication between the home and the school. This liaison function continued throughout the year.

An unduplicated count of students by grade served during 1974-75 is shown below.

UNDUPLICATED COUNT OF STUDENTS SERVED BY COMMUNITY AIDES

Grade	PK	K	1	2	3	4	5	6
Public	40	429	795	735	749	784	817	747
Private	-	34	94	106	110	116	130	141
Total	40	463	889	841	859	900	947	888
Percent of Total	.5%	5.3%	29.7%			31.3%		

Grade	7	8	9	10	11	12	Other	Total
Public	692	494	365	185	199	162	306	7499
Private	141	139	65	52	50	49	1	1228
Total	833	633	430	237	249	211	307	8727
Percent of Total	21.7%			8.%			3.5%	100%

Reports of thirty-nine full time and sixteen part time community aides were summarized to show the number and kind of home-school contacts which were made during the school year. The tables which follow were made from reports filed by community aides during the course of their work.

NATURE OF BUSINESS CONDUCTED BY COMMUNITY AIDES

	NATURE OF BUSINESS					
Schools Served	Attendance	Behavior	Student Well-being	Health	No Code Given	Percent
Public	17631	2013	2482	4036	738	78%
Private	4524	452	182	1107	1328	22%
Total Contacts	22155	2465	2664	5143	2066	
Percent	64.2%	7.1%	7.7%	14.9%	6.0%	100%

Fifty-five Community Aides at the forty-four schools included in the table above made 34493 contacts in the support of 8727 different students. Sixty-four percent of these contacts were on matters of attendance, fifteen percent on matters of health, eight percent had to do with the general well-being of students and seven percent were behavior related contacts with the home.

MEANS BY WHICH COMMUNITY AIDES CONTACTED THE HOME

	TYPE OF CONTACT			
Schools Served	Telephone	Home Visit	Other	Total
Public	17027	4088	5785	26900
Private	3673	231	2689	7593
Total Contacts	20700	4319	9479	34493
Percent	60.0%	12.5%	27.5%	100%

Four thousand three hundred nineteen home visits were made by these fifty-five aides. This represented twelve

percent of the total contacts. Sixty percent of the contacts were made by telephone and twenty-eight by other means.

INDIVIDUALS CONTACTED BY COMMUNITY AIDES

Schools Served	Mother	Father	Sibling	Self	Relative	Other	Total
Public	15436	1087	1035	4476	1663	3203	26900
Private	3208	212	280	1610	260	2023	7593
Total Contacts	18644	1299	1315	6086	1923	5226	34493
Percent	54.1%	3.8%	3.8%	17.6%	5.6%	15.2%	100%

Fifty-four percent of all contacts were made with the student's mother. Matters of attendance constituted the principal thrust of this program.

A further study of available data for the fifty-five community aides was carried out. The period covered extended from September 3, 1974 through June 6, 1975. A total of 34493 contacts were reported. Seventy-eight percent (26900) of the contacts were made by aides working in public schools and twenty-two percent (7593) were made by the aides working in the private schools. A distribution of the contacts made by grade level is shown below.

CONTACTS MADE BY FIFTY-FIVE COMMUNITY AIDES - SHOWN BY GRADE

Grade	PK	K	1	2	3	4	5	6
Contacts	76	1845	2908	2872	2928	3201	3789	3782
Percent	.2%	5.3%	25.2%			31.2%		

Grade	7	8	9	10	11	12	Ung.	Other
Contacts	4489	3124	2282	780	710	695	179	883
Percent	28.7%			6.3%			.5%	2.6%

More extended service was also recorded by community aides. Additional non-routine student needs were met by 6464 student contacts involving 615 actual hours of service. Aides were able during these personal encounters, to give a great deal of themselves to encourage and bolster student morale.

An attempt was made to demonstrate the linkage between the supportive services rendered to Title I children by the Community Aide and the Title I instructional programs.

An in-depth study was made at one of the Title I schools with a community aide, and four Title I instructional programs. These instructional programs were HILINC, PRIMALINC, Primary Reading Aides, and High Intensity Math.

The percentages of the Title I students in the four instructional programs that were supported by community aide contacts are shown in the following table.

COMPARISON OF INSTRUCTIONAL PROGRAM ENROLLMENT AND COMMUNITY AIDE CONTACTS AT A TITLE I SCHOOL

INSTRUCTIONAL PROGRAM	ENROLLMENT	STUDENTS CONTACTED	PERCENT OF ENROLLMENT	TOTAL CONTACTS
HILINC	111	37	32%	57
MATH	118	51	43%	118
PRIMALINC	49	14	29%	15
PRIMARY READING AIDE	46	13	28%	13
DUPLICATED TOTALS	324	115	35%	203

A total of 174 individual Title I students were contacted by the Community Aide. Ninety-six of these students (55%) were also enrolled in an instructional program. This linkage of supportive and instructional services provides these children with the necessary "extra help" that they so often need to succeed in school.

SUPPLEMENTARY
MATH AND READING PROGRAMS
FOR INSTITUTIONS

'79

ACTIVITY NUMBER 91

OBJECTIVE I

ACTIVITY NUMBER 91

Provide individualized remedial reading and math for institutional students to support the development of language and computational skills.

* * * * * * * * * * * * * * * * *

Four part-time Title I teachers were involved the second semester with supportive reading and math programs at two Omaha institutions - the Omaha Home for Girls and the Nebraska Childrens Home Society.

Three teachers were involved solely at the Omaha Home for Girls with reading and math tutoring for a total of 255 hours and one teacher was involved at the Nebraska Childrens Home Society with reading two nights per week for three hours each.

It should be noted that this program was the first of its type offered at these institutions. Factors limiting the success of the program at the Omaha Home for Girls included late delivery of instructional materials, conflicts in scheduling, and the unstructured nature of class attendance. The latter was the primary limiting factor at the Nebraska Childrens Home Society.

In spite of the problems experienced by this first attempt, however, the Educational Director at the Omaha Home for Girls stated that a few of the girls "really benefited" from the reading and math tutoring and voiced considerable optimism for this same program in the coming school year.

NUMERICAL INFORMATION

7	5		1	4	9		A

Project Number

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
327 24 9519	90				X
508 44 3667	90				X
504 36 9010	90		X		
481 20 9612	90		X		
234 46 1726	90				X
503 50 4681	06				X
323 46 4156	06				X
445 36 7400	06				X
506 40 8002	06				X
506 64 1342	06				X
505 74 3074	06				X
507 62 4992	06				X
508 16 2557	02				X
463 46 9910	02				X
507 28 8586	02				X

Social Security Number	Activities	1/4	1/2	3/4	Full
507 68 4924	02				X
480 50 4816	02		X		
304 48 7203	02				X
388 38 4634	02				X
269 26 5197	02				X
485 56 8677	02				X
483 52 2311	02				X
507 62 3707	02				X
506 34 7330	02				X
490 42 7542	02				X
508 22 0827	02				X
505 30 9522	02				X
506 62 3810	02				X
505 54 7894	02				X
507 54 7793	02				X
508 66 7921	02				X
530 34 7898	02				X
505 68 6314	02				X
337 48 2953	02				X
506 66 2486	02				X
507 58 7536	02				X
506 60 2093	02				X
307 70 7482	02				X
524 64 3123	02				X
507 66 8511	02				X

Social Security Number	Activities	1/4	1/2	3/4	Full
486 54 0449	02				X
541 22 4068	02				X
508 66 9684	02				X
298 34 4911	02				X
506 60 4762	02				X
507 60 6841	02				X
506 58 8576	02				X
556 74 8569	02				X
507 68 6210	02				X
508 70 9073	02				X
331 48 6872	02				X
507 60 7280	02				X
506 66 4814	02				X
507 68 9486	02				X
508 66 7134	02				X
484 62 5457	02				X
432 96 9696	02				X
481 56 5920	02				X
507 20 6765	02				X
505 56 6765	02				X
450 68 4891	02		X		
448 36 3350	02				X
505 40 0956	52				X
506 40 6394	52				X
478 46 4482	52				X
244 54 9759	51				X

Social Security Number	Activities	1/4	1/2	3/4	Full
508 20 7569	90				X
506 54 3220	90		X		
505 62 5177	90		X		
479 64 0478	90	X			

PART III. Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly; do not type.

1. PROJECT NUMBER	2. COUNTY	3. DISTRICT	4. TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
75 149 A	28	001	1919476

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16	17
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	Teacher Aides	Other Staff	Unduplicated Number of Nonpublic Students (lines 5-10)
503	2589	2735	1896	697	307		32	16	16	106	89	1228

88

PART III. Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly; do not type.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description a b c d e	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
90	136242	46999										3.0	3		12	
40	20281	34699										1.0	1		14	
06	164016	46546			306	176				27	33	1.0	7	6		
02	1112208	46546	83362	12362	833	271				26.0	13.0	6.0	46	100	2157	6
52	57995	46999										2.8	3		5	
51	24336	44699	503	2589	2735	1896	697	307				1.0	1		56	1228
40	2838										1.1		3			

7	5		1	4	9		A

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from FY 1975 only ☐

Expenditures include funds from both FY 74 and 75 ☒x

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.)				
			Admin-istration	Media Center	Math Programs	Reading Programs	Psych-ological
000	Activity Code Number		90	40	06	02	52
100	Administration Salaries	72,602	72,602				
	Supplies	8,101	8,101				
200	Instruction						
	200A Salaries	996,199		79,950	65,707	764,719	49,598
	200B In-service						
	200C Text Books	175,362		30	49,528	125,465	
	200D A-V Materials	30,149		30,149			
	200E Library						
	200F Supplies *	170,437		35,186	19,505	90,751	1,938
300	Attendance	198,152					
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant	8,300	1,344	1,927		1,412	3,453
700	Maintenance of Plant	23,767	823	21,049		1,861	
800	Fixed Charges	178,353	9,126	10,122	7,983	115,918	3,006
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment	279	279				
1230c	Instructional Equipment	57,775		24,400	21,293	12,082	
9999	Total Expenditures	1,919,476	92,275	202,813	164,016	1,112,208	57,995

* Includes postage, car allowance, tests, travel, rental of educational equipment

7	5		1	4	9		A

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1974 only ☐

Expenditures include funds from FY 1975 only ☐

Expenditures include funds from both FY 74 and 75 ☒

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.)				
000	Activity Code Number		Community Aides 51	Institu-ional 40	Evalu-ation 90		
100	Administration Salaries	72,602					
	Supplies	8,101					
200	Instruction						
	200A Salaries	996,199		2,296	33,929		
	200B In-service						
	200C Text Books	175,362		339			
	200D A-V Materials	30,149					
	200E Library						
	200F Supplies *	170,437	17,194		5,863		
300	Attendance	198,152	198,152				
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant	8,300			164		
700	Maintenance of Plant	23,767			34		
800	Fixed Charges	178,353	28,018	203	3,977		
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment	279					
1230c	Instructional Equipment	57,775					
9999	Total Expenditures	1,919,476	243,364	2,838	43,967		

* Includes postage, car allowance, tests, travel, rental of educational equipment.

Project Number

C. GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
508 44 3667	90			X	
327 24 9519	90			X	
504 36 9010	90		X		
481 20 9612	90		X		
234 46 1726	90				X
508 62 4600	01		X		
478 62 2748	01		X		
508 62 6582	01		X		
505 72 8976	01		X		
506 60 4702	01		X		
359 28 1655	01		X		
483 72 5294	01		X		
507 56 8772	01		X		
506 60 7587	01		X		
505 56 2266	01		X		

Social Security Number	Activities	1/4	1/2	3/4	Full
508 62 6718	01		X		
409 42 9548	01		X		
482 52 0461	01		X		
294 46 1921	01		X		
505 66 4505	01		X		
507 32 4523	01		X		
508 70 0643	01		X		
481 52 8939	01		X		
483 22 2016	01		X		
479 56 9289	01		X		
482 66 0675	01		X		
506 68 8272	01		X		
506 62 3655	01		X		
505 64 8525	01		X		
508 64 5730	01		X		
479 50 7716	01		X		
353 30 4148	01		X		
514 52 0111	01		X		
507 54 8438	01		X		
508 76 8536	01		X		
483 54 0395	01		X		
326 40 0408	01		X		
508 48 9229	01		X		
485 60 7585	01		X		
506 56 7639	02		X		
261 36 6380	02	X			
506 64 5314	02		X		
507 52 7160	02		X		

Social Security Number	Activities	1/4	1/2	3/4	Full
506 66 3501	02		X		
482 66 1246	02		X		
507 74 1113	02		X		
484 58 3936	02		X		
507 62 3707	02		X		
398 50 3021	02		X		
508 22 0827	02		X		
530 34 7898	02		X		
505 68 6314	02		X		
506 66 2486	02		X		
507 58 7536	02		X		
359 44 9248	02		X		
524 64 3123	02		X		
505 72 7904	02		X		
508 66 9684	02		X		
505 64 4756	02		X		
507 60 6841	02		X		
506 58 8576	02		X		
508 66 7134	02		X		
451 36 2122	02		X		
507 76 1789	02		X		
512 56 9643	02		X		
478 58 8947	02		X		
447 48 9973	02		X		
507 72 6521	02		X		
505 56 6765	40		X		
508 66 7921	40		X		
507 28 8586	40		X		

Social Security Number	Activities	1/4	1/2	3/4	Full
298 34 4911	40		X		
508 16 2527	02				X
508 20 7569	90				X
372 44 6019	01		X		
508 16 5153	01		X		
206 24 8383	01		X		
244 54 9759	51				X

PART III. Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly; do not type.

1 PROJECT NUMBER		2 COUNTY	3 DISTRICT	4 TOTAL EXPENDITURES FOR THIS PROJECT (nearest dollar)
75 149 A	SUMMER 1975	28	001	199131

Total Pupils Participating (public and nonpublic)						Instructional Staff			14	15	16	17
5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	11 P & K	12 Elementary	13 Secondary	Certified Supportive Personnel	Teacher Aides	Other Staff	Unduplicated Number of Nonpublic Students (lines 5-10)
412	276	320	15			31	25		18	41	33	82

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PART III. Section 2
ACTIVITY DATA SHEET

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly; do not type.

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description a b c d e	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other	Instructional Staff (full-time equivalency) 11 P & K	12 Elementary	13 Secondary	14 Certified Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)
01	18204	31575	194						6.5			1.0	15	13		
01	23218	31574	218						9.0			1.5	21	18		
02	251983	31565		330	288		12			12.1	4	2.8	30	10	2	82
40	32993	31999										2.5	5		2	
40	781673	29971	412	276	320		15					8	1		14	
51	54223	29999										1.0	1			
90	45623	32999										1.0	1		15	

93

7 5 1 4 9 A
Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1974 only ☐
Expenditures include funds from FY 1975 only ☐
Expenditures include funds from both FY 74 and 75 ☒

SUMMER

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities use another Financial Reporting Worksheet.)				
			Pre-Kindergart	Post-Kindergarten	Summer Reading	In-Service	Media Center
000	Activity Code Number		01	01	02	40	40
100	Administration Salaries	24,483					
	Supplies	852					
200	Instruction						
	200A Salaries	99,309	14,841	19,106	24,238	2,978	26,885
	200B In-service						
	200C Text Books	252					252
	200D A-V Materials	27,656					27,656
	200E Library						
	200F Supplies *	9,201	861	1,212			1,024
300	Attendance	4,732					
400	Health Services	2,325	775	1,550			
500	Pupil Transportation						
600	Operation of Plant	1,572					1,244
700	Maintenance of Plant	2,093					2,038
800	Fixed Charges	10,857	1,727	1,350	960	321	3,301
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling	15,098					15,098
1230	Non-Instructional Equipment						
1230c	Instructional Equipment	701					669
9999	Total Expenditures	199,131	18,204	23,218	25,198	3,299	78,167

* Includes postage, car allowance, tests, travel, rental of educational equipment.

7	5		1	4	9		A

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 19_ _ only ☐

Expenditures include funds from FY 1975 only ☐

Expenditures include funds from both FY 74 and 75 ☒

SUMMER

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet)				
000	Activity Code Number		Community Aides 51	Admin-istration 90	Evalu-ation 90		
100	Administration Salaries	24,483		24,483			
	Supplies	852		852			
200	Instruction						
	200A Salaries	99,309			11,261		
	200B In-service						
	200C Text Books	252					
	200D A-V Materials	27,656					
	200E Library						
	200F Supplies *	9,201	75		6,029		
300	Attendance	4,732	4,732				
400	Health Services	2,325					
500	Pupil Transportation						
600	Operation of Plant	1,572		292	36		
700	Maintenance of Plant	2,093		55			
800	Fixed Charges	10,857	615	1,426	1,157		
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling	15,098					
1230	Non-Instructional Equipment						
1230c	Instructional Equipment	701		32			
9999	Total Expenditures	199,131	5,422	27,140	18,483		

* Includes postage, car allowance, tests, travel, rental of educational equipment.